

# The City Nursery Day Care of Children

47 Greenbank Drive  
Edinburgh  
EH10 5SA

Telephone: 0131 446 0088

**Type of inspection:**  
Unannounced

**Completed on:**  
8 August 2019

**Service provided by:**  
Links Nurseries Ltd

**Service provider number:**  
SP2007009491

**Service no:**  
CS2009229782

## About the service

The City Nursery is registered to provide a care service to a maximum of 143 children aged birth to five years, of whom no more than 30 children aged 24 months to under three years are accommodated at 47 Greenbank Drive, Edinburgh, EH10 5SA and a maximum of 57 children aged birth to 28 months are accommodated at 2a Rattray Drive, Edinburgh, EH10 5TH. The services are both within walking distance of each other.

The service operates from two properties in a residential part of Edinburgh, close to bus routes and local amenities. The property in Rattray Drive provides care for younger children and is known as 'Little City'. The property in Greenbank Drive which provides mainly for children over 28 months is known as 'City'. The service accommodation includes various playrooms and all children have access to garden spaces. The service works in partnership with the City of Edinburgh Children and Families Department to provide pre-school education for children between the ages of three and school entry.

This service has been registered since 10 July 2009.

We undertook the inspection over two days and provided feedback to the management team and provider following the inspection.

## What people told us

Children throughout the nursery were busy and engaged. Older children told us they had fun in the nursery and enjoyed getting outdoors. Some children spoke to us about the 'assault course' made from wooden planks, boxes, and tyres. They told us they enjoyed walking across it, that it was difficult to begin with but they were better on it now. They also told us snacks were good and they enjoyed lunch. They enjoyed playing with their friends and there was always something for them to play with.

Some of the younger children were able to tell us they enjoyed story time and shared their favourite books which were out in the room. They shared their craft work with us, showing us what they were making with dough and the loose parts provided. This showed us they were confident within the setting and enjoyed the activities on offer.

The youngest children, although unable to tell us anything about their time, looked confident with staff and enjoyed their interactions with them.

We spoke to some parents using the service at the time of the inspection. They stated they were happy with the service and found staff to be helpful, sharing information with them at drop off or pick up times, as well as within journals. Parents had seen improvements within the service but one commented on the number of recent staff changes. They appreciated this was in order to ensure sufficient staffing and that the service did try to use familiar relief staff.

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We considered their own improvement plan and quality assurance processes.

## From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	3 - Adequate
Quality of staffing	3 - Adequate
Quality of management and leadership	4 - Good

## Quality of care and support

### Findings from the inspection

The general care and support of children throughout the nursery had improved. Staff's developing knowledge and implementation of good practice documents was helping develop understanding of what children needed. Children were settled and comfortable with staff who showed warmth and kindness consistently throughout the nursery. Children confidently reached out to staff for assistance and reassurance and time was given to them to ensure they were happy and their needs were met. For example, staff in the baby room were quick to notice a change in child's mood and responded to this by providing comfort and reassurance to them. In other rooms, staff observed children's interest in the book area and quietly offered to read stories. They provided time and encouragement for children to join in and share their thoughts and to helping develop their language and social skills as they waited for their turn to share.

Personal plans were in place for all children and provided staff with clear information about children's needs. All were regularly updated and provided information which helped staff support children. Staff knew the children well and were familiar with the care needs of the children within their room. Effective transitions within the nursery contributed to children settling quickly when moving to another room. Familiar staff spent time with them, helping them to move on. Alternate plans were put into place to help children who needed more time and support. Where children had additional needs, good provision was made with additional and experienced staff being allocated to support them. This was helping all children to be included and able to participate in nursery activities and experiences.

Throughout the nursery, children had access to fun and interesting learning opportunities. Children made choices about what they wanted to play with and we saw some staff gently encourage further learning by asking open questions and encouraging them to think and problem solve. Staff involved themselves in children's play, appropriately laughing and having fun with them. There were times when some staff, although involved with the children, missed opportunities to converse and extend play (reference: Health and Social Care Standards (HSCS) 3.16).

### Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 4 – good

## Quality of environment

### Findings from the inspection

Each building within the nursery had a number of rooms where children were cared for in age and stage groups. This contributed to children having access to appropriate play experiences. Improvement in the set up and layout of the rooms was helping to provide more stimulating and interesting space for children to play in. Further work was required within the larger toddler room to ensure that it provided areas where children could feel secure, cosy, and take quiet time out (reference: HSCS 5.5 and 5.6).

There had been an increase in open-ended learning resources throughout the nursery and within the outdoor space which gave children greater opportunities to be creative and experimental with materials.

Children were able to move resources and materials around the rooms and outdoor areas, developing physical skills and allowing children to experiment and explore. Babies enjoyed more space as they had direct access to another room, giving them choice and variety. They moved around freely and explored the area, they had fun on the chute allowing them to practice balance and coordination. They were given time to explore treasure baskets and tactile activities, play with them, and practice skills, such as posting and matching.

All rooms had areas where children could remove themselves for quieter, relaxed times. Dens provided children with small intimate areas where children moved to read books or play together with a friend. Routines had improved and there was less disruption for children, allowing them to have time to concentrate on the activity they were participating in. Each room provided real life experiences, such as home corners and quiet reading areas and most had direct access to outdoor areas.

We had been alerted to issues where the safety of children had been compromised due to lack of supervision, inadequate processes in regards to risk assessments, and door security. The provider, manager, and staff had worked with us to identify and meet any physical changes required within the environment and were working towards completing major changes, such as upgraded door security measures in the near future (reference: HSCS 5.17).

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 3 – adequate

## Quality of staffing

### Findings from the inspection

Children were being cared for by staff who had undergone safer recruitment processes. Thorough induction was supporting staff to become familiar with expectations of the organisation and their role. The provider was committed to recruit only staff who had suitable skills and knowledge for the post applied for, increasing overall skills of the staff team.

Since the last inspection, staff had been supported to increase knowledge of child development and best practice through online training programmes and regular meetings with the management team. Management were undertaking regular supervision sessions with staff to ensure they felt supported to do their best for the children. Staff now made better use of children's interests, ideas, and skills to form learning plans and provide experiences. This had resulted in improved outcomes for children on a day-to-day basis.

Staff's commitment to learning and management's encouragement of staff reviewing practices, including being confident in delivering first aid, meant that staff reacted quickly during an emergency situation and provided the necessary care and treatment required.

However, there have been times where failure in staff vigilance and ineffective supervision of children had meant that children were at risk. The management team have taken appropriate action to address shortcomings. Management should continue to support staff to understand their roles and responsibilities in keeping children safe and give them the confidence to challenge and address issues which may compromise children's safety (reference: HSCS 3.20).

The service relied on agency staff to cover where staff were absent to ensure there were sufficient staff available to meet children's needs. Where possible, and to promote consistency for children, staff familiar with the service were requested. The management team should monitor practices of all staff, including relief staff to ensure they reflect and promote the ethos of the service. Leaders within the rooms should be supported to become more confident in addressing issues of practice, helping develop better outcomes for children, a more consistent approach, and improve all staff skills (reference: HSCS 3.14).

### Requirements

**Number of requirements:** 0

### Recommendations

**Number of recommendations:** 0

**Grade:** 3 - adequate

## Quality of management and leadership

## Findings from the inspection

There had been further changes to management since the last inspection where the service was left without an allocated manager. The provider seconded in management staff from another of their nurseries to provide the necessary structure to support the staff and make improvements within the service.

The providers had a good understanding of the importance of using the views of children and families to inform the development of the service. A parent council meet regularly with the provider and management where they had opportunities to share ideas or issues and work together to make improvements. All parents were invited to attend and minutes from the meetings were displayed within the service.

The current leadership team had a clear vision for the service and shared this with the staff team and parents. The improvement plan was clear and manageable, helping them make improvements throughout the service. Regular reviews of the plan ensured they kept on track and this had assisted them to meet all recommendations remaining from the previous inspection. To contribute to all, consideration should be made in how they could involve children more in future improvement plans.

Observation of children's experiences helped management identify where improvement could be made and training/learning opportunities helped staff to implement these. Management were starting to support staff to improve their own leadership skills through informal day-to-day support and encouraging them to take initiatives in bringing about change. They were committed to having some staff undertake Step into Leadership training to further increase their confidence.

Although this had not been consistent in the past, the new management team were taking steps to investigate concerns and used the learning in the ongoing improvement of the service. They were committed to continuing to upskill staff and ensure consistency for all children and parents.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

**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

Play and learning experiences should be consistently provided to meet needs and development stages of the children. Staff should be supported to make changes to routines, planning, and the environment which is interesting and encourages children's curiosity. Children should be given time to extend thinking, as well as have undisturbed times for concentration.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

- "I have confidence in the people who support and care for me" (HSCS 3).
- "I have confidence in people because they are trained, competent, and skilled (HSCS 3.14).
- "I have confidence in the organisation providing care and support" (HSCS 4).
- "I experience high quality care and support based on relevant evidence, guidance, and best practice" (HSCS 4.11).

**This recommendation was made on 12 November 2018.**

#### Action taken on previous recommendation

We continued to see positive changes throughout the nursery. The layout and resources provided children with a choice of activities in which they were interested. Staff had also changed routine to reduce disruption allowing children to play, investigate, and learn and staff provided time for problem solving and deeper thinking. This was having a positive impact and we could see children benefitting from the reduced interruptions, allowing them time to consolidate and return to play. Staff were more skilful in helping children think more about their play and problem solve by asking many open-ended questions and giving them time to consider and share their thoughts.

#### Recommendation 2

Resources should be available and provided to help extend and develop children's curiosity and exploration. An increase of challenging and interesting resources, as well as numeracy and literacy opportunities, throughout the nursery will help create rich environments which will encourage child learning and development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

- "I experience high quality care and support that is right for me" (HSCS 1).
- "As a child, I have fun as I develop my skills in understanding, thinking, investigation, and problem solving, including through imaginative play and storytelling" (HSCS 1.30).

**This recommendation was made on 12 November 2018.**

## Action taken on previous recommendation

We saw good improvements in all areas of the nursery. Children had access to more challenging and interesting resources which supported learning and exploration. This was apparent in rooms.

## Recommendation 3

The provider should support staff to improve behaviour management techniques.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

- "I experience high quality care and support that is right for me" (HSCS 1).
- "I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential" (HSCS 1,6).

**This recommendation was made on 12 November 2018.**

## Action taken on previous recommendation

Children throughout the nursery experienced gentle nurturing care. Where needed, staff helped children manage behaviour and expectations in a kind and supportive manner. We heard children being reminded about 'kindness' to friends and saw children responding positively to this, helping children to experience and show warmth and compassion.

## Recommendation 4

Quality assurance processes should be improved to ensure that there is effective evaluations of children's experiences and information gathered will assist in identifying any weaknesses and supporting improvement to make outcomes for children better throughout the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

- "I have confidence in the organisation providing my care and support" (HSCS 4).
- "I benefit from a culture of continuous improvement with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

**This recommendation was made on 12 November 2018.**

## Action taken on previous recommendation

The management team were working together to develop improved quality assurance processes. These included observation of children's experiences and they were found to be helping management identify and address learning needs of staff. Further scrutiny systems were being put in place to ensure procedures and processes were followed and completed appropriately.



## Recommendation 5

Promotion of leadership skills for all staff will support the development of the workforce and contribute to improved outcomes for children. We recommended the manager further promote leadership skills at all levels within the workforce by using the Scottish Social Services Council's (SSSC) Step into Leadership pathway online resource. Staff should now access and use this resource to support improved outcomes for children and their own professional practice.

More information can be found at URL: <http://www.stepintoleadership.info/>.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

- "I have confidence in the organisation providing my care and support" (HSCS 4).
- "I experience high quality care and support based on relevant guidance and best practice" (HSCS 4.11).
- "I use a service and organisation that are well led and managed" (HSCS 4.23).

**This recommendation was made on 12 November 2018.**

### Action taken on previous recommendation

The new management team were gathering information about staff skills and interests and were keen to use knowledge and experiences of staff and management to develop the workforce and build a confident and capable staff group. Staff were encouraged and supported to take lead in making improvements and share skills with each other. Management was committed to rolling out the Step into Leadership programme to staff as they developed skills and confidence.

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Gradings
12 Mar 2019	Unannounced	Care and support Environment Staffing Management and leadership Not assessed Not assessed Not assessed Not assessed
29 Mar 2019	Re-grade	Care and support Environment Staffing Management and leadership 3 - Adequate Not assessed 3 - Adequate 3 - Adequate
12 Sep 2018	Unannounced	Care and support Environment Staffing Management and leadership 2 - Weak 3 - Adequate 2 - Weak 2 - Weak
29 Jan 2018	Unannounced	Care and support Environment Staffing Management and leadership 3 - Adequate 3 - Adequate 3 - Adequate 3 - Adequate
19 Nov 2015	Unannounced	Care and support Environment Staffing Management and leadership 5 - Very good 5 - Very good 4 - Good 4 - Good
3 Feb 2015	Unannounced	Care and support Environment Staffing Management and leadership 5 - Very good 4 - Good 4 - Good 3 - Adequate
1 May 2013	Unannounced	Care and support Environment Staffing Management and leadership 4 - Good 4 - Good 4 - Good 3 - Adequate
12 Jul 2012	Unannounced	Care and support Environment Staffing 3 - Adequate 2 - Weak 2 - Weak

Date	Type	Gradings	
		Management and leadership	2 - Weak
22 Nov 2011	Unannounced	Care and support	3 - Adequate
		Environment	Not assessed
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
16 Nov 2010	Unannounced	Care and support	Not assessed
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
28 Jan 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	4 - Good
		Management and leadership	Not assessed

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