

Bonaly Primary School Nursery Day Care of Children

Bonaly Primary School
57 Bonaly Road
Edinburgh
EH13 0FJ

Telephone: 0131 441 7211

Type of inspection:

Announced (short notice)

Completed on:

11 September 2019

Service provided by:

City of Edinburgh Council

Service provider number:

SP2003002576

Service no:

CS2003017012

About the service

Bonaly Primary School Nursery is registered to provide a care service to a maximum of 65 children at any one time aged between 3 years and primary school entry.

A maximum of 50 children may be cared for from the nursery within Bonaly Primary School.

A maximum of 15 children may be cared for from the Forest Kindergarten at Bonaly Scout Centre,

Bonaly Primary School Nursery is a day care service for children which forms an integral part of Bonaly Primary School situated in the south-west of Edinburgh. The nursery is situated at the side of the school. It has its own secure entrance but also has direct access to the school. Children have access to one large nursery room and a secure outdoor play area and garden. The nursery accommodation includes an entrance hall, parents room, cloakroom, an extra playroom and toilet facilities.

What people told us

In preparation for this inspection, we sent out 20 Care Standard questionnaires (CSQs) to the centre to give to parents. We received 17 completed CSQs back. We spoke to six parents on the day of inspection.

The comments included were:

"I am especially impressed with the variety of exciting opportunities my (child) can take part in outdoors at nursery. (child) has developed a keen interest in animals and bugs from the garden and absolutely loves the forest kindergarten."

"Bonaly has been a great experience for both of my children. The staff are amazing, caring and I feel they really know my children. There are always a wide range of stimulating activities for the children to access and they really listen to each child and adapt their activities to suit their interests and needs."

"The nursery is a very nice place to go to. The environment is child- friendly and the outdoor space is great. The staff are excellent I always feel happy to leave my child there."

"The nursery is a lovely safe and welcoming environment for my son the staff are all excellent and friendly and respond quickly to any concerns."

"We are extremely happy with the quality of the care and environment at Bonaly Nursery my (child) is very happy and excited to go to nursery and skips in every day."

"The staff are friendly, welcoming and I feel confident that they are doing a great job at supporting my child's learning and development needs. The close link with the school is reassuring and should provide a smooth transition into primary school."

"Bonaly Nursery has been a wonderful experience for both my children. The staff are exceptional and are really helping to shape and mould my child's future."

"My (child) loves Bonaly Nursery and has developed socially, emotionally and physically during his time within the nursery."

"(Child) is well prepared for starting school in August and will miss the nursery. I think that it has given (child) an excellent foundation to (child's) education."

"Both my children have gone through Bonaly Nursery and enjoyed the experience greatly. I have no concerns with the nursery just applause at the way they teach."

"I have nothing but positive comments and thoughts regarding the learning, care, development and fun that both my children have experienced there."

"The staff are fantastic both my children love the nursery I have complete confidence in the quality of care, the environment and how it is managed."

"Overall I am extremely happy with everything about the nursery and the learning and support that is given to my child."

"My (child) loves going to nursery the staff are incredibly caring and enthusiastic and the nursery has a lovely feel to it. My only point for improvement would be in relation to snack and would suggest this might be broadened to include more vegetables."

"All staff are easy to approach and know my (child) as an individual."

"My child loves coming to nursery and is confident and comfortable with all the staff. The activities available are appropriate and varied."

"The learning is child-led and this is shared with parents."

"The staff are great and could not have done more to help us however I am not sure that anyone has any further training to help children with social communication disorders. Overall the nursery is fantastic I always feel well informed about what is going on. wide range of activities and the children always seem calm and busy."

Self assessment

The service had not been asked to complete a self assessment prior to the inspection. We looked at their improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they are monitoring the quality of provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	5 - Very Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

Children presented as happy, confident and engaged in their play. They made independent choices from a range of opportunities and activities which meant they could lead their own learning, and decide about how and where they played.

Staff were kind, calm and nurturing in their interactions with children and we saw trusting relationships had been built between them. Staff knew the children well and had a clear understanding of their individual needs. Positive transitions were supported for children settling into nursery and staff were sensitive in their approach. Enhanced transitions were provided for children who required additional support. This ensured that all children were included and respected.

Personal plans had been further developed and improved since the last inspection. They held all relevant information for children to meet their needs interests and ideas. We could see progress had been made in tracking children's learning and in the improved quality of observations. This was identified through online learning journals and floorbooks. Further development needs to continue for children's next steps, as they were not always consistent and meaningful for all children. This would improve the depth and challenge of children's learning.

Children's health and wellbeing was promoted in a range of ways including daily access to the outdoors and the provision of healthy and nutritious snacks. Children were developing their independence and self help skills as they prepared snack and self selected from the range on offer. They were encouraged to take responsibility for clearing away their dishes which contributed to the development of their confidence and self esteem. The atmosphere during snacktime was social and relaxed and staff encouraged social conversations which promoted learning opportunities.

Medications systems had improved since the last inspection in line with best practice guidance. Recording and monitoring systems had been reviewed and developed for the administering of medication. We did find an inaccuracy in the recording of a medication however, the medication had not been administered to the child. We were satisfied after discussion with the management team that this would be rectified and monitored effectively.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of environment

Findings from the inspection

The environment was warm and welcoming and the playroom offered a balance of active, cosy and quiet spaces. Children benefitted from the free flow access to the garden meaning they had the freedom to choose where and when they wanted to play. This meant they engaged in periods of sustained and uninterrupted play.

Children were kept safe as the environment was secure, clean and well maintained. Risk assessments were carried out daily and staff were clear of their responsibilities in keeping children safe. The management team had developed a range of monitoring systems that were regularly reviewed with quality assurance systems in place. The well being indicators of Getting it Right For Every Child (GIRFEC) had been embedded into practice and were highlighted individually on a monthly basis. We saw children carrying out risk assessments of the indoor and outdoor environment as part of the focus of staying 'safe'.

Children were actively engaged with a range of activities and opportunities which supported them to learn and achieve. They played co-operatively together and had clearly made strong friendships. Children were creative and imaginative in their play and we saw children having fun together making "witch potions" and "pepperoni pizzas". There was a cosy corner area with a range of books for individual reading or for small group reading. This was initiated by children, creating a child led approach to learning.

In the outdoor spaces open-ended materials were available to support construction, curiosity, problem solving and creative play experiences. Children were learning about the world around them as they explored and identified bugs and insects. Using a range of magnifying resources they spent time looking at and discussing the creatures before carefully returning them to their natural habitat.

Forest Kindergarten was a new addition to the service. Children accessed this on a rotation basis two days a week at a local woodland area. This supported and encouraged them to appreciate and care for the natural environment. They were able to make their own choices and initiate their own learning and take risks.

A further addition to the service in recent weeks had been the provision of lunch for children. We discussed with the management team the need to continue to review and develop this service. This would ensure all children had a positive experience during lunch and in the transition period following lunch.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

Staff communicated well as a team and were clear of their responsibilities throughout the session. This meant they were well managed and organised and that children experienced a consistency of care.

Positive improvements had been made since the last inspection and the professional review and development of staff was more supported. The principal teacher now had the responsibility of carrying out professional development reviews (PRD's). These were reflective of staff practice and development. Action points were specific to individual staff with agreed timescales which could be monitored.

Training opportunities were identified for staff on both a group and individual basis. Staff had all recently carried out observation and planning, and child protection training. Some staff had carried out Forest Kindergarten training as part of the forest school experience. Staff told us they now had more opportunities to reflect on training through individual sessions, team meetings and planning meetings. This was still in the early stages and needed to continue to develop, in providing further evidence as to the impact of learning on practice.

Shared experiences were provided through the partnership working with the forest school team. This supported practitioners to further develop their knowledge and understanding of the benefits of outdoor learning. Communication worked well between the teams and they shared children's progress and interests. This extended learning opportunities across the settings for children.

Lead roles for staff were developing and the early years officer was attending local cluster group meetings along with the principal teacher. These offered shared learning through practice experiences, observations and ideas. Staff were also taking lead roles within areas of the playroom, for example leading the creative area over the course of a week. This meant they could focus consistently on children's interests and enhance and extend their learning.

Staff told us they felt well supported by the management team and had a better knowledge and understanding of best practice guidance and the Health and Social Care Standards. Staff meetings had incorporated best practice guidance and standards as a set agenda item. An identified document was highlighted as the 'article of the week' which staff were responsible to read and prepare for discussion.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 – good

Quality of management and leadership

Findings from the inspection

The current management team had a clear vision for the service and were enthusiastic and committed to it's improvement and development. They demonstrated their understanding of the strengths of the service and of the areas to develop and improve on.

The headteacher had made himself familiar with the statutory responsibilities of managing a registered care service as outlined in Social Care and Social Work Improvement Scotland (requirements for care services). This would ensure the management team had the information to effectively support the work of the service. The headteacher was attending Leading the Agenda Continuing Professional Development sessions (CPD) through Edinburgh Council to keep updated on regulations, research and practice at strategic levels.

The principal teacher had undertaken leadership training for middle managers which allowed her to provide the necessary support and guidance to ensure everyone involved with the nursery had a shared understanding of its strengths and improvement areas.

The Standards, Quality and Improvement Plan (SQIP) had been developed on since the last inspection. It highlighted the key priorities of the nursery with a clear action plan of how to achieve them. To further develop the plan, tasks could be more focussed to individual staff to allow them to take more shared ownership and responsibilities of the overall plan.

Quality assurance systems and monitoring needs had been developed and improved on to be in line with regulations, best practice guidance and the Health and Social Care Standards. These now need to be embedded into practice to ensure a consistent approach in all systemic evaluations.

As reported under Care and Support, we saw an inaccuracy in medication recording. We discussed with the management team and were satisfied they would rectify and continue to monitor all systems. This would ensure they have robust and transparent assurance processes.

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

Requirement 1

* The head teacher must become familiar with the statutory responsibilities of managing a registered care service and ensure the management team involved with the nursery have this information so he can effectively support the work of the service. This includes the Regulations outlined in Scottish Statutory Instruments – Social Care and Social Work Improvement Scotland (requirements for care services) Regulations 2011. Scottish Statutory Instruments 2002/114 regulations 19-24. SSSC codes of practice. In addition, the head teacher must ensure that staff have a good understanding of the records they are required to keep as part of their role and how they are effectively used to support their work.

This is to comply with SS1 2011/210 Regulation 3 Principles.

Timescale: 30 September 2018

This requirement was made on 18 September 2018.

Action taken on previous requirement

We were satisfied that the Headteacher was clear off the statutory responsibilities of managing a registered care service as outlined in the Social Care and Social Work Improvement Scotland (requirements for care services) Regulations 2011.

Systems had been developed to support the effective management of the service. These included ensuring staff had a clear understanding of their roles and responsibilities in line with SSSC codes of Practice. Scottish Statutory Instruments 2002/114 regulations 19-24.

Met - within timescales

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

* Staff should review and update the procedures in place for administering medication to ensure they fully comply with best practice guidance. Areas they need to address include:

- If staff administer medication to children on an 'as when needed' basis they must record the rationale for doing so.
- Medication consent should be reviewed termly.

- There should be a record of when medication is brought into or leaves the service.
- There should be a record of medication expiry dates so it can be replaced as needed.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'If I need help with medication, I am able to have as much control as possible'. HSCS 2.23. And 'I experience high quality care and support based on relevant evidence, guidance and best practice. HSCS 4.11.

This recommendation was made on 18 September 2018.

Action taken on previous recommendation

The service had developed monitoring and recording systems in line with best practice guidance to ensure care and support is consistent with the Health and Social Care Standards. HSCS 2.23 and HSCS 4.11. This recommendation has now been met however although systems had been developed they need to be embedded into practice to ensure consistency and accuracy at all times.

Recommendation 2

* The provider should further develop children's personal plans to include:

- Information about their key achievements and next steps for learning should be included.
- Any changes to children's individual health needs should be clearly recorded with agreed strategies outlined so their well-being is fully supported.
- Any strategies to be used with children who have additional support needs.
- Parents should countersign and date the review documentation to demonstrate that they have been consulted and involved in this process.

Staff should continue to promote the use of wellbeing indicators and consider how these can be part of their personal plan reviews in consultation with parents.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices. HSCS 1.15, 'My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected. HSCS 1.23. 'I am fully involved in developing and reviewing my personal plan, which is always available to me. HSCS 2.17.

This recommendation was made on 18 September 2018.

Action taken on previous recommendation

The service had made the required improvements in further developing children's personal plans. These provided for children's individual needs with care plans in place for children with additional support needs. These were reviewed regularly in line with legislation.

The use of wellbeing indicators had been introduced by focussing on one key indicator each month. These were incorporated into discussion during group time and through planned activities. They were promoted to parents through daily discussions and were displayed on an information board within the entrance hall.

Recommendation 3

* The provider should further develop systems for professional review and development (PDR) so it is more effective in supporting the work of staff. Key points from professional dialogue should be recorded so there is information about their practice, areas for continued professional development and how these will be achieved. Action points should be specific to individual staff members with agreed timescales so that progress can be monitored.

This is to ensure 'I have confidence in the organisation providing my care and support.' The Health and Social Care Standards state that '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 18 September 2018.

Action taken on previous recommendation

The professional review process had been developed on since the previous inspection and was carried out by the principal teacher. This had made the system more effective and supported staff to reflect on knowledge and practice. This supported the development of a culture of continuous improvement.

Recommendation 4

* The manager should develop formal written quality assurance systems to help with the systematic evaluation and continued improvement of the service in line with best practice. This should include:

- audits of systems in place such as administration of medication to ensure that best practice is consistently followed
- staff practice
- children's experiences.

This is to ensure I have confidence in the organisation providing my care and support. The Health and Social Care Standards state the '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 18 September 2018.

Action taken on previous recommendation

Systems for audit purposes and quality assurance processes had been developed to provide systematic evaluation for the improvement of the service.

Personal plans had been reviewed and further developed to support children's individual needs and progress. Staff practice had been further reviewed in the methods and evaluation of the development meetings, and how they were carried out and recorded.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

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

Inspection and grading history

Date	Type	Gradings
14 Jun 2018	Announced (short notice)	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 3 - Adequate
20 Nov 2014	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
23 Mar 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 6 - Excellent
7 Mar 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 1 - Unsatisfactory
13 Dec 2011	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing 6 - Excellent Management and leadership Not assessed
2 Jun 2009	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent

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