

Flora Stevenson Primary Day Care of Children

Comely Bank
Edinburgh
EH4 1BG

Telephone: 0131 332 1604

Type of inspection:

Unannounced

Completed on:

16 December 2019

Service provided by:

City of Edinburgh Council

Service provider number:

SP2003002576

Service no:

CS2003017026

About the service

Flora Stevenson Primary Nursery class (known as the service throughout this report) is provided by City of Edinburgh Council. It is registered to care for up to 60 children from three years to those not yet attending primary school.

The service is provided from a purpose-built building within the primary school grounds. There are two playrooms both having access to a secure outdoor area. There is a large cloakroom area and rooms available for other activities and meeting parents. Children can access other areas of the school such as the gym hall.

The overarching aim states: "At Flora's we matter, at Flora's we achieve."

The aims of the service also include:

- To provide a secure, caring and happy environment.
- To value each child as an individual.
- To offer a range of experiences and opportunities to extend the learning process.
- To promote partnership between home, nursery and the school.

We inspected the service on Thursday 12 December 2019. We returned to the service on Monday 16 December 2019 to provide feedback and evaluations.

What people told us

We talked to children throughout the inspection visits and observed them in their play. Many children were happy to share what they did during their time at the service. Some of their comments included:

"We love playing fire-fighters. I am a real one."

"I like to play."

"I like to go outside with the bike."

Prior to the inspection, we sent out 25 Care Standard Questionnaires (CSQs) for the service to distribute to parents and carers. Nine completed CSQs were returned to us. Seven parents strongly agreed and one agreed with the statement 'Overall, I am happy with the quality of care my child receives in this service'. During the inspection we spoke with a further three parents to gather views and feedback about the service. Comments from both sources are included below:

"My child settled in very quickly - the staff have been integral to this."

"Delighted with the care that my son is given at Flora Stevenson."

"I am so impressed by the staff at Flora's nursery. No-one comes across as just doing their job because it is a job that pays the bills. They are dedicated, caring, nurturing and teach the children as individuals and respect their views and needs. Children are celebrated and encouraged to be themselves."

"My child comes back with lots of different information and shares his learning at home, for example new songs."

"My child is always happy to come and loves the staff."

"Great settling in."

Self assessment

The service had not been asked to submit a self-assessment prior to the inspection. As part of the inspection process we discussed the service's improvement plan, including the strengths they identified and any areas of development.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

Children were happy and relaxed throughout the inspection visit. They were busy and motivated in their play. They could independently select resources and materials that supported them to be creative. Children had opportunities to problem solve through experiences such as block play and in the outdoor space with 'Loose parts' materials. They were supported to develop their independence through the preparation of snack and had regular opportunities to bake. Children could self-select their own food choices during snack, which helped them to develop healthy eating habits.

Children were encouraged to develop positive peer relationships and were learning about how to be kind and care for each other. They had made positive attachments with the staff team and actively included staff in their play or if they needed support.

Where children required additional support, this was provided in a sensitive and effective way. There were clear strategies of support in place so that care was consistent. The service had developed positive partnership working with parents and other professionals involved with children. This meant children were respected and included.

Children were safeguarded because staff had a clear understanding about how to identify, record and report any concerns. Staff spoke confidently about their role in protecting children.

Some staff were beginning to develop their confidence in taking on leadership opportunities within the setting, for example providing mentor support to students or leading on enrolment for families where English is an additional language. These roles allowed staff to develop their own knowledge, skills and practice, whilst supporting positive outcomes for children and families.

The service used some toolkits and best practice documents to support self-evaluation and improvement. This provided the staff and management team opportunities to reflect on the quality of the service, identify strengths and support improvement. Recent work in relation to Getting It Right for Every Child and The United Nations Convention on the Rights of the Child had resulted in the service reviewing their vision, aims and practice. This work was supporting children to learn more about key aspects of their wellbeing such as friendship, respect and love. The senior management team acknowledged that there were further opportunities to develop the way staff engaged in reflective practice and also how the quality of the provision was monitored and supported by

the senior management team. We were confident the service had a good understanding of their improvement journey and how they would continue to ensure positive outcomes for children.

What the service could do better

At times, children's play was interrupted by tasks and an extended period of time gathered together. During the gather time some children became disengaged. We discussed with the service that for some children the experience at gather time, did not provide an appropriate level of interest or challenge. To promote children's creativity, learning and choice the service would benefit from reviewing the routines and gather times so that the sessions can be tailored more to the individuals needs of children. Children would benefit from experiences and resources being developed to ensure that they consistently provide them with the right levels of depth and challenge. We were confident that the service would consider these observations and to further develop children's experiences in the service.

Children's learning was recorded in their online journals and through tools such as mind maps. We discussed with the service that some observations did not always capture significant meaningful learning or relevant next steps. Therefore, there were some missed opportunities to track and support children's learning. The service acknowledged this and we were confident staff would be supported to develop their skills when assessing and recording children learning. This will support them to help children to extend their learning and ensure they can track progress over time.

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.

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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
23 Jan 2017	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>Not assessed</div>
26 Nov 2013	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
16 Mar 2011	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>5 - Very good</div>
16 Feb 2010	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>3 - Adequate</div>

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