

# Newbyres Nursery Day Care of Children

Newbyres Hall  
5 Hunterfield Road  
Gorebridge  
EH23 4TP

Telephone: 01875 898 060

**Type of inspection:**  
Unannounced

**Completed on:**  
13 August 2021

**Service provided by:**  
Newbyres Nursery Limited

**Service provider number:**  
SP2015012549

**Service no:**  
CS2015339700

## About the service

Situated in the centre of Gorebridge, Midlothian, Newbyres Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 154 children at any one time aged between three months and primary school entry. Care may be provided as follows:

- A maximum of 54 children aged between three months and three years may be cared for from Newbyres Hall, 5 Hunterfield Road, Gorebridge, EH23 4TP.
- A maximum of 100 children aged between three years and primary school entry may be cared for from St Paul's Church, 20 Hunterfield Road, Gorebridge, EH23 4TR.

The nursery operates from two settings, directly across the road from each other. Children aged birth-three are situated in Newbyres Hall and children aged three-five and School Club are situated in St Paul's Church.

The aims, vision, values and objectives of the setting are:

We aim to nurture communication and learning through natural play in a creative and caring environment. We will provide the Scottish Government's offer of up to 30 hours funded childcare per week (either term time or all year round to suit families) for eligible two year olds and all three-four year olds, plus additional hours if required by private arrangement.

Vision and values:

- To meet the individual needs of all children to ensure their health and wellbeing, by observing, monitoring and evaluating their progress and development; particularly focusing on their speech, language and communication development
- To provide learning experiences based on the children's ideas and interests, the natural flow of the seasons and the skilful nurturing and support of our trained Early Years Educators
- To offer an indoor/outdoor free-flow learning environment, where children have free access to the outdoors with a focus on outdoor learning and Forest Kindergarten
- To provide a safe and secure, yet welcoming and open environment, in which children will thrive, parents/carers will feel included and staff will feel supported and valued
- To recognise and respect the value of parents' /carers' input, and encourage them to share in their children's learning
- To promote positive attitudes to diversity and difference, helping children to learn and value different aspects of their own and others' lives by engaging them with their local community, particularly focusing on Intergenerational Practice within the community
- To improve our service through reflective self-evaluation.

Objectives:

We are committed to meeting and promoting the principles of the Health and Social Care Standards. If we do not meet these, families can raise their concerns with us, using our complaints procedure or they can complain to the Care Inspectorate.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2:

Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality Care and Support.

## What people told us

We asked the service to send an email from us to parents to gain their views on the service provided. All five parents who responded to us, provided complimentary feedback on the service they and their child received. A selection of comments are included below:

'My little girl and I were able to visit the settings one evening and meet with the manager to discuss her starting nursery. I really felt reassured that she would be safe, happy and well looked after within the setting. We then had two settling in session of two hours. The first I stayed to do administrative documents and the second time I left my little one. I felt it was a smooth transition and she is really happy and enjoys nursery'.

'Prior to my child starting I was asked to update the Family app profile and add information about her. They then asked me to complete a paper record and discussed my preferences, prescribed medication and what my child likes and dislikes'.

'The communication of the nursery with parents is very open. This could be through learning information and curriculum requirements shared via the Family app, verbal discussions, parents evening etc. There is very much an open door policy should you ever want to speak to someone or have any concerns'.

'Care plans that parents complete have meant that all needs are met'.

'I am able to access the family app throughout the day to see what my child has eaten, if she had had a nappy change or if she sleeps. I occasionally get up dates about what she is doing but I would like this to be more frequent. I have received an observation record from her keyworker once about how she is developing. If there is immediate concerns the nursery will call or message via the app for less urgent matters'.

'The staff keeps all the channels of communication open at all times and the managing staff sends proposals for projects so the whole family can participate in activities and different aspects of the decision making. This has helped enormously as we come from abroad, and these kind of things made us feel always included as a family'.

'Activities are shared via the Family app, with frequent updates that cover all children within the group. Personal updates specific to my child are shared by learning observations on the app and these are linked to the learning statements, with ideas to help support progress and further development. Day to day care elements such as food, toilet/nappy changes, sun cream application etc are also covered daily on this app. In addition, anything further can be discussed with nursery staff at pick up (although during Covid this is limited in comparison to before)'.

'We love to receive updates on the Family app. I can see updates during the day about their feeding/napping etc. Then we regularly get observations where more information and photos are posted'.

'The nursery staff asked about routines prior to starting and often ask at pickup or drop off if there is anything different going on'.

'Elements taken from nursery link to our home routine such as sitting down with others at mealtimes and if

certain activities are of interest to my daughter we follow up on these at home and explore further so there in continuity'.

'Feeding and sleeping times seem to match well and we have updates if anything changes

'During Covid the nursery has provided a huge support to families who have had to continue working and provide vital services. The communication has always been very open and prompt in what was an unknown environment, and whereas other friends felt their nurseries did not consider the needs of parents and children's wellbeing, Newbyres led by example. As parents trying to manage increasing workloads with the wellbeing of our child we couldn't have coped without the support that nursery provided to us and we are very thankful for that'.

'We are very pleased with everything Newbyres does. Both my children thoroughly enjoy their time at the nursery. We are especially impressed with the food and meals that they get. They eat so well'.

'Only small improvement is maybe a little more communication with parents about changes in staffing. We recently had posts on the Family app about who's in which room, which is great. But a staff member who has recently left had looked after both my boys and it would have been nice to have said goodbye when I saw her last. Also, reminders about child key workers would be handy'.

'The day to day changes around bubbles, hygiene and activities have been well managed and shared to both parents and children. My daughter has an understanding of why she has to wash their hands more frequently than she did before, and other small changes that the nursery have put in place but explained in a way that is easy for the children to understand and is not something that phases them'.

'Major change since Covid is that drop off/pick up is completed outside. And personally, I find this much, much easier'.

'The teams are well structured with different levels of experience and also age ranges covering the rooms. The staff blend well and work together. I feel that my child's needs are met by the wide range of activities that are on offer to her'.

'The staff look after all the children so well. They provide so many activities and fun things to do and learn. Especially messy play, that is difficult at home'.

'There is fluent communication between the Nursery and us, both through the Family app and face to face chat during the drop-offs and pickups. We always felt confident to share any concern using any channel of communication. We note that once we communicate any need or concern, the whole staff becomes immediately aware and they work coherently in the same direction. This is something we value greatly'.

'The service has done most things well and we and the children are very happy in general. The whole staff is caring, inclusive and supportive. The only thing that can be improved a little is that sometimes the staff changes many times in a year, but this is a minor point since it has never been an issue for the children'.

## Self assessment

We did not request a self assessment as part of this inspection.

## From this inspection we graded this service as:

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

## Quality of care and support

### Findings from the inspection

Children experienced warmth and care from nurturing staff. Staff placed importance in promoting children's security and well-being in all aspects of the setting. Staff gave us good examples of where this had been successful in supporting transitions and building children's resilience. This approach meant that transitions into, through and out of the setting were carefully planned to consider children's needs and promote effective communication with children, families and other professionals.

Children's safety and emotional security and wellbeing were supported through sensitive routines that were reflective of their needs and their families wishes. Baby's safety and emotional security was supported through cuddles and sensitive sleeping arrangements that met their needs.

Children enjoyed eating together in an unhurried and relaxed atmosphere, ensuring a caring and positive social experience. Food choices were nutritious, reflected current guidance and were appropriately adapted for children's individual cultural and dietary needs. Children experienced warm, caring interactions with staff when receiving support with feeding. Fresh water was available throughout the day and children were encouraged to remain hydrated.

Staff had a clear understanding of their role and responsibility relating to keeping children safe and protected. The completion of training on safeguarding and child protection helped reduce the risk of harm to children as staff had the knowledge and confidence to take the appropriate action.

Children's medication was delivered in a safe and sensitive manner and records were kept. This coupled with first aid training and record keeping all helped towards keeping children safe and protected. We thought it would be helpful for staff to view the medication bite sized session on the Care Inspectorate HUB to ensure all the relevant information is held in medication records.

The use of an app ensured meaningful information sharing between staff and families to promote consistency and continuity of care. Staff recognised the important of engaging families in understanding how to support their child's learning in the home environment and therefore endeavoured to facilitate a partnership with parents approach.

Children's overall wellbeing was supported through effective use of personal planning. From talking to staff it was clear that they worked proactively with children, families and key agencies to identify appropriate next steps and strategies based on individual needs. However, there does need to be a more systematic approach when noting children's next steps. Management had already acknowledged some gaps within record keeping and were introducing 'The CIRCLE Collaboration Early Years Up, up and away' resource to help bridge those gaps.

Children were protected as staff had received Covid-19 training and as a result the setting took the necessary precautions to prevent the spread of infection.

### Requirements

Number of requirements: 0

### Recommendations

Number of recommendations: 0

Grade: 5 - very good

## Quality of environment

### Findings from the inspection

The setting was very comfortable, furnished to a very high standard and welcoming with natural light and ventilation. Children were provided with ample space to be independent and make choices about where they would like to play. Particularly in the gardens, children were engrossed and motivated in their play and were progressing well in all aspects of their development. We saw that children had uninterrupted time to become absorbed in their play and have fun with confidence that they could revisit their play experiences. Floor books were used effectively as a means for children to have a key role in shaping the environment and their experiences.

Staff recognised the right of all children to enjoy outdoor play. Children were confident in exploring and developing their outdoor environment whilst being supported by staff who actively supported and encouraged their endeavours when climbing, building and balancing. Staff were aware of current best practice and used it effectively to inform their knowledge in outdoor play. With changing restrictions around cohorts of children, the setting was now considering how they could give all children greater opportunity to access all areas in the garden.

Most play areas were well resourced to extend children's learning and engage interest. However, whilst acknowledging the challenges that Covid-19 brought around resources, we noted that some areas were lacking in a range of interesting materials and open ended resources to engage children's curiosity, interest to challenge their thinking. We were confident that such resources and materials were available in the setting and that staff needed to make them more accessible to children and use them in different ways.

Procedures and arrangements were in place for monitoring, maintenance and repairs of the setting and equipment. As a result the setting and the resources within it were well maintained and in good condition.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 5 - very good

## Quality of staffing

### Findings from the inspection

Staff warmth, kindness and compassion enabled children to feel valued, loved and secure. Effective team working and respectful relationships resulted in children experiencing a warm atmosphere. Staff sat at low level thus making themselves physically accessible to children. They initiated conversations with children and responded positively to children's verbal and non verbal communication.

Staff had an enabling attitude and believed in the potential of children. They recognised the importance of a planned approach to children's care and involving parents in this. They knew about the importance of fun in children's play to enable learning to be taken forward.

Staff meetings provided a platform for staff voices to be heard and group reflection to improve practice and as a result, children received high quality interactions and experiences.

Regular staff support and feedback was used constructively to build effective and professional relationships and staff were appreciative of this. Staff were supported to reflect on their practice in a meaningful way and used these reflections to bring about positive outcomes for children and families.

Staff were fully involved and given ownership of improvements within the service. Staff spoken with were enthusiastic and positive about their role in reflecting upon their practice which was centred on improving outcomes for children. Staff undertook training relevant to their role and engaged in continuous professional learning. With enthusiasm, staff told us about plans to embark on training such as 'Signalong', 'forest kindergarten' and 'supporting children with additional needs'. A staff member told us about their new role of wellbeing officer in the setting. The recent pandemic had highlighted the importance of staff wellbeing and this had been recognised by the setting.

Effective recruitment procedures ensured that competent and skilled staff were employed to promote positive outcomes for children. Newly employed staff told us that the induction process gave them time to develop an understanding of the ethos of the setting and build confidence in meeting the needs of individual children.

The deployment of staff was effective in ensuring high quality outcomes for children. The manager supported staff at busier times of the day, such as mealtimes or arrival and departure which ensured staff could fully meet children's needs at these times. Management confirmed that systems were in place to ensure the depute manager was free of her playroom duties to provide support to staff during the day and in particular in the manager's absence.



## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 5 - very good

## Quality of management and leadership

### Findings from the inspection

The vision, values and objectives for the setting were clear and focused on positive outcomes and improvement. Management and staff had a desire to improve which impacted positively on their ability to deliver improved outcomes.

The ethos of continuous improvement was reflected by the positive engagement and interaction we experienced from management and staff during the inspection process. As a team, management and staff were keen to hear our feedback and make improvements.

Management acted as role models for the development of positive and nurturing relationships which ensured the wellbeing of staff and children. Staff told us management recognised their contributions which helped them feel valued, supported and motivated to make decisions which led to positive outcomes for children and families.

Following the previous inspection, management took prompt action to make the necessary improvements which included seeking support from the local authority. This demonstrated a commitment to raising standards and sustaining improvement. As a result all recommendations made at the last inspection had been met.

Self-evaluation tools were used to enable the service to deliver high quality care and support that was tailored towards children's and families' particular needs and choice. Room evaluations were carried out which was helpful for staff to be critical and reflective of their practice and the experiences on offer to children. Moving forward, staff should use the findings from their room evaluations to develop an action plan that can run alongside the setting's improvement plan.

We discussed it would be helpful for the setting to use the resources around improvement on the Care Inspectorate HUB. This would help them further develop and sustain the high quality care and experiences already provided for children and families.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

Grade: 5 - very 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

To promote positive and safe sleep experiences for children, the service should ensure the environment is suitably arranged so that children can rest in a safe, comfortable and relaxed way. The service should consider staff practice during these times so that children's needs are sensitively met. This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'My care and support meets my needs and is right for me' (HSCS 1.19).

**This recommendation was made on 2 August 2019.**

#### Action taken on previous recommendation

At this inspection we observed the environment to be suitably arranged to ensure children could rest in a safe, comfortable and relaxed way.

**This recommendation has been met.**

### Recommendation 2

To promote children's learning, development and play, the service should review the resources provided to children. The resources available should consistently engage children's interest and offer challenge as they play. This is to ensure care and support is consistent with the Health and Social Care Standards, which state 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27 ).

This recommendation was made on 2 August 2019.

#### Action taken on previous recommendation

Whilst we noted the need for some improvements around the resources on offer, we concluded that on the whole resources did meet children's needs and offered challenge.

**This recommendation has been met.**

### Recommendation 3

To ensure that individual care needs are met, the service must review the approaches in place to promote children's wellbeing. Best practice and information in children's personal plans should be followed by staff to ensure consistent approaches. This should include providing children with comfort when they need it and not use a 'time out' approach with children who need support to regulate their actions. This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'I experience warmth, kindness and compassion in how I am supported and cared for, including physical comfort when appropriate for me and the person supporting and caring for me' (HSCS 3.9) and 'As a child or young person I feel valued, loved and secure' (HSCS 3.10).

This recommendation was made on 2 August 2019.

#### Action taken on previous recommendation

At this inspection we had no cause for concerns about staff interaction and record keeping around approaches to children's wellbeing.

**This recommendation has been met.**

### Recommendation 4

In order to enhance children's experiences and improve overall outcomes for children, management should now put thorough and effective monitoring and self-evaluation processes in place to promptly address the key weaknesses in staff practice identified during the inspection. This is to ensure care and support is consistent with the Health and Social Care Standards which state, '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 2 August 2019.

#### Action taken on previous recommendation

At this inspection, the setting were able to demonstrate that thorough and effective monitoring and self evaluation processes were in place.

**This recommendation has been met.**

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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
2 Aug 2019	Unannounced	Care and support 3 - Adequate Environment Not assessed Staffing 3 - Adequate Management and leadership Not assessed
29 Jun 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good

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