

Thrive Childcare and Education. Corner House - The Grange Day Care of Children

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Edinburgh
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Type of inspection:
Unannounced

Completed on:
16 August 2021

Service provided by:
Strawberry Hill Nurseries Limited

Service provider number:
SP2003003548

Service no:
CS2003015684

About the service

Thrive Childcare and Education. Corner House - The Grange registered with the Care Inspectorate in April 2011 to provide a care service to a maximum of 100 children between the ages of 3 months and entry into primary school, of whom a maximum of 28 children are aged 3 months to 2 years. The service is provided by Strawberry Hill Nurseries Limited and is in partnership with City of Edinburgh council to provide early learning and childcare provision.

The service is based in the South-side of Edinburgh, located on a busy main road, close to local amenities and public transport links. The service has multiple playrooms across three floors. Babies and toddlers playrooms are based across the ground and first floor of the building. Older children use the playrooms on the second floor. Children have access to gardens at the front and rear of the property.

The vision statement for the service is:

"To nurture our children's development through their play, quality interactions, creativity, and physical activity in a nurtured family orientated environment; indoors and outdoors and within the local community. Supporting children to prepare for their future enabling them to develop their capabilities as successful learners, confident individuals and responsible citizens and effective contributors."

We carried out an unannounced inspection on Monday 9 August 2021 between the hours of 10:05 - 14.00. Over the following days the inspection was continued virtually using video calls to the service. Feedback was given by video call on Monday 16 August 2021. Two Care Inspectorate inspectors carried out the inspection.

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

During the inspection process we received feedback from 15 parents. A number of parents commented positively on the relationships staff had developed with their children. Some parents said they felt their children took part in a good variety of play and learning experiences. Some parents noted that at times staff appeared stretched with competing demands and that there had been a lot of staffing changes recently.

Whilst some parents said they were happy with levels of communication many parents expressed that they were dissatisfied with this aspect of the service. A number of parents shared that they did not get regular updates on their child's experience and felt communication needed to improve. For many parents who responded, the daily in person feedback was rushed and did not provide the information they needed about their child's day. Some parents felt staff did not always respect their requests for information or their individual preferences, for example in relation to their child's diet or getting information about their child's new keyworker. We have reported on communication within the section 'What the service could do better'.

Some individual comments included:

"Our children love nursery - run to door, pleased to be there. Waiting for their keyworker and are always happy to see her. In this sense very happy with that. Communication is very good - will get in touch with specific things."

"Communication between families and staff is not good enough - I feel that I don't have sense of what is going on."

"We have been very happy with how our child has been looked after there. I don't know much about the inner workings at the nursery but I know she is well loved and has a wonderful time every day. She always goes in and out the nursery happy. This is all down to a great staff team."

"The nursery is a wonderfully local, small community nursery. There has never been a single day I have regretted my decision to have my children attend this nursery. Communication is, by the nature of the pandemic, more challenging as with any business or service working in these difficult times, but fundamentally all I can see at this nursery is dedicated and hardworking people doing their absolute best for the safety and happiness of the children in their charge."

"When we signed up for our child to attend this nursery, we were promised daily updates, with photos of their day being uploaded to our personal learning journal. These journals are very rarely used, and more recently the last two updates on the learning journal has been down to us chasing them to upload it. Verbal updates are very short and consist of varying information - sometimes what they've had to eat, what they've been up to today. This is down to reducing social distancing but most days we come away not really knowing what our child has been up to".

There were 50 children present during the onsite inspection visit. Most children were curious about our visit. Older children told us about what they were doing and who their friends were.

Self assessment

We did not request a self-evaluation from the service before this inspection. We considered the service's approach to improvement and reviewed the service improvement plan.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	3 - Adequate

What the service does well

Staff helped children to feel secure and included through nurturing interactions. Children who required extra reassurance received cuddles and comfort. Some parents spoke positively about the relationships staff had developed with their child.

For most children requiring additional support, established staff were able to share the strategies they were using to meet children's needs, for example using nurture bags. The management team and staff were aware of how to access support for children, for example contacting speech and language teams. The service was in the early stages of developing the role of an additional support champion. This staff member planned to work alongside the additional support co-ordinator to help promote staff confidence and skills. Furthermore, the management team were actively seeking additional learning for staff so that they could

further support children. Children would benefit from a continued commitment to this.

Outdoors in the garden areas children enjoyed several activities including mark-making, problem solving and physical games. The introduction of a physical development champion within the team was supporting older children to experience activities such as yoga and helped them to learn about healthy lifestyles. Within playrooms work to create well-resourced home corners was allowing children to explore their natural curiosity and develop ideas through role-play.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children and staff. Children and staff carried out good hand washing routines. Staff had undertaken training both in-house and online in relation to Covid-19. This helped them to feel confident in the procedures, measures and actions needed to keep children safe during the pandemic.

The staff and management team showed a commitment to making improvements and were responsive to inspection discussions. For example, a communication action plan was shared with inspectors before the inspection ended to evidence the plans the service had to support this area of improvement.

The manager had developed a cycle of support and supervision including having regular one to ones with staff. Staff shared they found these useful for discussing their work, wellbeing, and any development needs. Inductions for new staff supported them to become familiar with their responsibilities and understand the expectations of the nursery. This helped them to develop their confidence in relation to their new role.

What the service could do better

At times, children's play experiences were limited because some staff were not confident in supporting children's play and learning. For example, after lunch older children were restless and not engaged in experiences. Staff found it difficult to support them during this time. At other times staff did not read children's cues meaning opportunities were missed in relation to extending and enhancing children's experiences. To promote consistently positive experiences staff should develop their knowledge and skills in relation to supporting children's play and learning. To ensure staff are confident in how to promote quality play and learning they should be supported to develop a greater understanding of the role of the adult and the impact this can have on children's experiences. (See recommendation one). There had been some staffing changes in recent months and we discussed with the management team the plans they had to support newer staff to develop skills and confidence.

The service had identified that staff needed support in relation to children's learning and assessment. Staff lacked confidence in how to plan effectively for children's learning. Furthermore, many of the observations in children's learning journals were generic and not individual to the child. Therefore as planned, staff should be supported to develop their approaches to planning, assessment, and observations to ensure children are helped to achieve. Children would benefit from staff developing an understanding of how to effectively track and monitor their progress as learners. (See recommendation two).

Many parents told us they were dissatisfied with communication particularly in relation to knowing about their child's daily experiences. Learning journals, where parents could see photos and observations were not regularly updated. Important information, for example about staffing changes was not consistently communicated with parents. This resulted in parents being unsure about who was caring for their child and meant they were not effectively included in the life of the service. Communication strategies should be improved to ensure parents and carers feel respected and fully included in their children's experiences and the life of the service. (See recommendation three).

The service improvement plan had identified key areas of the service that would benefit from improvement but the manager and staff team were in the early stages of taking these forward. Furthermore, the manager was in the early stages of developing approaches to quality assurance and self-evaluation to support change. These approaches were not yet embedded within the work of the service. The inspection findings show that improvements were needed in relation to the quality of children's play experiences and the quality of learning. We also found improvements were needed in relation to quality assurance regarding other aspects of the service such as monitoring of medication processes and staff registrations with Scottish Social Services Council. To make and sustain positive changes the manager should develop and enhance the approaches to continuous improvement. This would include ensuring there are effective and robust systems are in place to monitor and sustain a quality of service so that children and families can experiences consistently positive outcomes. (See recommendation four).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 4

1. To promote consistently positive and engaging experiences for all children staff should be supported to develop their confidence, knowledge and skills in understanding their critical role in supporting play and learning. This would include but is not limited to developing a understanding of quality interactions, quality play experiences and the role of the adult.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state: "As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling" (1.30) and "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (3.14) .

2.
To support children to achieve the service should improve the approach and skills of staff in relation to planning for children's learning and tracking and monitoring their progress. Staff should be supported to develop their understanding of how to effectively observe and assess children's learning in order to plan quality learning experiences and meaningful next steps.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state: "I am supported to achieve my potential in education and employment if this is right for me" (1.27).

3. To ensure parents and carers are fully included in the life of the service and their children's experiences and care, communication strategies should be improved.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state "I use a service and organisation that are well led and managed" (4.23).

4. To make and sustain positive changes the service should develop and enhance the current approaches to improvement planning, quality assurance and self-evaluation. This is to promote a culture of continuous improvement so that outcomes for children and families can be as positive as possible.

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" (4.19).

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
5 Mar 2019	Announced	Care and support
		Environment
		Staffing
		4 - Good
		4 - Good
		4 - Good

Date	Type	Gradings	
		Management and leadership	4 - Good
4 Dec 2017	Announced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
31 Oct 2016	Unannounced	Care and support	3 - Adequate
		Environment	Not assessed
		Staffing	3 - Adequate
		Management and leadership	Not assessed
8 Aug 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
27 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
28 Jun 2012	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate
20 Apr 2012	Unannounced	Care and support	1 - Unsatisfactory
		Environment	2 - Weak
		Staffing	2 - Weak
		Management and leadership	2 - Weak
11 Jul 2011	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	4 - Good
21 Oct 2010	Unannounced	Care and support	2 - Weak
		Environment	4 - Good
		Staffing	4 - Good

Date	Type	Gradings	
		Management and leadership	3 - Adequate
21 Aug 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 2 - Weak 4 - Good
11 Nov 2008	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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