

Colinton Primary School Nursery Class

Day Care of Children

3 Redford Place
Edinburgh
EH13 0AL

Telephone: 01314 411 946

Type of inspection:
Unannounced

Completed on:
29 March 2022

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003015872

About the service

Colinton Primary School Nursery is part of Colinton Primary School. The service is situated within a residential area of Colinton, close to shops and transport systems.

The service is registered to provide a care service to a maximum of 20 children aged three years to entry into primary school. The service operates from one playroom with access to a small playground and a large outdoor area.

This was an unannounced inspection which took place on 22 March 2022 between 10:00 a.m and 15:30 p.m. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluations we:

- spoke with children and families using the service
- spoke with staff and management
- practice and daily life
- reviewed documents

Feedback was given via videocall on 29 March 2022 to the acting head teacher, the early years officer and a representative from the City of Edinburgh Council.

What people told us

We received feedback from two parents whose children used the service. They were both very positive about the service and the care their child received. Comments included:

"My child is so happy to go to nursery every day. They spend a lot of time outdoors in all weathers which they love. My child knows children throughout the school and is happy when they see their P6 buddy outside of school. Communication is very good, staff are very good at updates. The online Learning Journals are great to allow you to see what they are doing at nursery. The SWAY newsletters with videos are great. The change of staff has been very positive, the new acting head teacher is very visible in the nursery."

"We are really happy with the nursery, the outdoor space is great and children are very active. They make very good use of the space they have. Communication is good, with the use of Learning Journals, the SWAY newsletters, the daily chalkboard which tells us what staff are working, what is for lunch and daily activities. Mrs Moore has worked with me when I have had concerns about my child and has been very helpful".

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. During the inspection we looked at the service's improvement plan. This is included in the Quality of Management and Leadership section of this report.

From this inspection we graded this service as:

Quality of care and support

5 - Very Good

Quality of environment	4 - 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 warm respectful caring and nurturing interactions with staff. Staff celebrated children's skills and achievements and recognised them as individuals. The staff knew the children in their care well and were aware of their home situations and the impact this may have.

Lunchtime had recently been changed from children having lunch in the dining hall. Children now enjoyed a relaxed and calm lunch experience within the playroom. Staff sat with them whilst they eat in small groups. Children were offered opportunities to be independent by choosing what they wanted to eat and serving themselves and pouring their own water. They sat and spoke with their friends and staff at a table which had fresh flowers on it which provided a homely experience. Staff were aware of any dietary needs which children had, this contributed to keeping children safe.

All staff had a clear understanding of their roles and responsibilities relating to keeping children safe and protected. They all recently attended Child Protection training, keeping their knowledge up to date. Strong links and effective partnerships with other organisations were in place to ensure children's safety and wellbeing.

Personal learning journals had recently been introduced online, this was a new system for staff and they were being trained and supported in the use of these by the Early Years Officer (EYO). All children had next steps in learning and these were displayed in the playroom so that all staff were aware of them. Whilst sampling learning journals with the EYO we saw some good examples of individual observations which told us something about the child. We advised that there was scope to continue to improve the quality of some observations. This would ensure a consistent approach and that all observations promoted and supported children's learning and development. A recommendation had been made about this at the last inspection and has been met.

New personal plans were being developed, so that more relevant information was captured in one place. Information was sought from previous nursery's prior to the children starting, to ensure that the service was prepared to meet the needs of the child.

The schools, Additional Support Needs (ASN) teacher had responsibility for organising, facilitating and recording the Child Planning Meetings. She had devised a Teams App where all the information about children was recorded so that everybody had access to it. Information could be easily shared in this way. Information from parents, any other professionals and staff contributed to this. It was very detailed information about who was supporting the individual child, and the strategies being used. The teacher was very knowledgeable about all the children involved. She also described the 'active conversations' that they were having in relation to other children. This demonstrated that staff were aware of children's development and any support that they might need.

Nursery children were part of the school community. They had P6 and P7 buddies who came to the nursery to read or do activities with them. Children were also part of the Eco group and were supported to have their

voices heard. This demonstrated respect for the nursery children and their views, it also included them in the whole school setting.

The introduction of the 'Colli Den', a physical room which connected the nursery and Primary One was being developed as a play room to support transitions and to introduce a continuous early level curriculum. An early years practitioner from the nursery was developing this in her role as early years play pedagogist. After the Easter term, children will begin to transition to the 'Colli Den'. This approach to transitions places the child and their family at the heart of any decision-making process. There was a planned approach that was individual to each child and their family to enable them to feel secure with the changes. One child told me that he was going to be going to a new nursery beside the climbing frame. Staff told us that he was referring to the 'Colli Den'. This demonstrated that the physical transition to Primary One had been introduced in a way to minimise the adverse impact that it could potentially have for the individual child.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

The nursery had a large outdoor area 'room to grow' across the playground from the nursery. They had access to this two full days a week and for parts of other days. There were a wide range of resources, within this space. Children could choose and direct their own play in small groups and on their own. There were opportunities for children to take and manage risks whilst supported by adults. There were a wide range of loose parts and natural materials which supported children to be creative and imaginative in their play. We saw children enjoying a wide range of opportunities to develop their mathematical thinking in the outdoors, for example, using guttering to roll cars down, children riding on wooden trucks down a small hill, a child carrying a small branch three times their height and mark making on the ground. The nursery had access to the woods and had an area for making fire, a child told us "You can come in this way, to keep safe from the fires, we cook sausages and read stories". Children engaged in meaningful activity, working alone or with their peers, transporting water, mixing, digging and climbing trees. Children were learning about and being respectful to nature. A child showed us the pond and told us about the tadpoles which they had seen. The setting outdoors stimulated children's natural curiosity and they had fun as they developed skills in language, literacy and numeracy.

Children were offered opportunities to play, explore and lead their own learning, particularly in the outdoors. Staff had confidence in the children's abilities and empowered them to take appropriate risks. This contributed to children's developing confidence, becoming aware of their abilities and being able to regulate their emotions. Children had been involved in and were aware of risk assessments for the outdoors.

Children were engrossed and motivated in their play as they learnt and were progressing very well in all

aspects of their development. Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. This was reflected in the responsive planning and floorbooks.

The service needs to consider how children are offered the same opportunities on the days that the nursery does not have access to the 'room to grow'. Children will have high expectations as the opportunities offered in the 'room to grow' allowed them to be meaningfully and actively involved in leading their play. The nursery has a small playground which has direct access from the playroom, they should ensure that this is adequately resourced to engage children.

Resources in the indoor playroom needed to be improved to ensure that there are well-resourced play areas and experiences to support and extend children's learning in all areas. The service was aware of this and had acquired funding from the parent council to allow them to purchase new resources.

Recent security issues at the nursery had been addressed. Risk assessments were in place for all areas of the nursery. There were also risk assessments for individual children, these were written in a positive and supportive manner whilst outlining the risks that staff should be aware of and action they should take. These were devised in collaboration with parents. Additional work was planned by the local authority to further secure the perimeter fence.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

Staff warmth, kindness and compassion enabled children to feel valued, loved and secure. Staff recognised the importance of nurturing, warm, responsive attachments and interactions. Staff provided individualised support by effectively engaging with children and taking account of their views and experiences. Effective team working fostered a warm atmosphere where staff were courteous and respectful. This could be felt when in the nursery.

Staff were aspirational and had an enabling attitude which supported children to achieve their potential. Staff interacted in a sensitive, responsive and stimulating way to promote curiosity, independence and confidence. They recognised the importance of fun in children's play to enable learning to be taken forward.

There had been a complete change of staff team in the last two years. The importance of recruiting and retaining a stable and skilled workforce was recognised as being essential to the delivery of a high quality service. Staff were recruited in a way which had been informed by all aspects of safer recruitment practices.

The candidate's skills, experience and qualifications were evaluated in relation to the role they would be employed in. The early years officer had been included in the recruitment process for new staff. She said this had been very positive to ensure that staff had the appropriate skills and pedagogy to fit within the nursery team.

All staff were qualified and registered with the Scottish Social Services Council (SSSC). Staff were enthusiastic about their roles and spoke about providing the best possible outcomes for children. The current staff team were working well together. All staff spoken with were positive about the staff team and support from management.

Staff had a clear understanding of how children developed and learned. They made very good use of professional development opportunities that linked directly to enhanced outcomes for children. A staff member had undertaken training in 'Bookbug' which enabled her to introduce books and creativity to the nursery. Appraisals were used to identify staffs' interests and identify training needs. Another staff member had become the digital champion as that was her area of interest. She had introduced the use of 'Chatterpics' in children's Learning Journals. 'Chatterpics' is an App that animates children's drawings or photographs and uses the child's voice. Another staff member was planning to undertake 'PEEP' (Parents as Early Education Partners) training which would allow her to work alongside parents to improve outcomes for children. This had the potential to positively impact upon outcomes for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

The headteacher and early years officer promoted and sustained a shared vision for the setting that reflected the aspirations of children, families. This helped staff know what was important for the setting to meet the needs of children and families. They had created conditions where all staff felt confident to initiate well-informed change and shared responsibility for the process. A shared vision had been created with staff. Staff had also been discussing pedagogy and what this meant to them individually and as a nursery. This should also be revisited with the new staff team to ensure that everybody understood what was expected of them.

There was a strong professional development and learning culture which supports shared reflections that ensure children are at the heart of all decisions made. Since the last inspection, the nursery have engaged with the Care Inspectorate improvement programme and had used this opportunity to work on recording and tracking individual next steps. They had also engaged with and received support from Education Scotland. The impact of this could be seen within the service.

A range of self-evaluation tools enabled the service to honestly self evaluate and where necessary make changes to deliver high quality care and support. Staff reflected well together and used these reflections to bring about positive change to outcomes for children and families.

Positive communication with parents supported them to feel included in their child's experience of the service. These included daily conversations with staff, the SWAY digital newsletter with photographs and videos, the nursery Twitter account and Learning Journals.

Parents spoken with were very positive about the communication from the school.

Leaders acted as role models for the development of positive and nurturing relationships and this ensured the pastoral care and wellbeing of others. They recognised the contributions of staff which helped them to feel supported, challenged and engaged. This meant that all staff were empowered and motivated to make decisions and lead on initiatives which promoted positive outcomes for children and families. This contributed to high levels of satisfaction and professional growth and builds on strengths. All staff were very positive about the EYO and the acting head teacher and the support they offered.

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 ensure that staff effectively support, develop and track children's learning. The service should review the observations and next steps within children's learning stories to ensure that they are meaningful and specific to any learning intentions. The service should support staff to develop their understanding of how to assess children's learning and record quality observations. This is so that they can effectively monitor and track children's progress and achievements thus supporting them to achieve their full potential.

Health and Social Care Standards: 1.27: I am supported to achieve my potential in education.

This recommendation was made on 22 November 2018.

Action taken on previous recommendation

Learning Journals had recently been introduced which meant that all observations were online and the EYO had an overview of them. All staff had received training in writing observations and the use of Learning Journals. All children had relevant and up to date next steps.

Recommendation 2

To enhance and improve outcomes for children all staff should access relevant training and undertake professional reading to develop their knowledge, skills and expertise. Staff should begin to implement, reflect and monitor the impact of any professional development and use this to improve outcomes for all children.

Health and Social Care Standards:

3.14: I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisation.

4.11: I experience high quality care and support based in relevant guidance and best practice.

This recommendation was made on 22 November 2018.

Action taken on previous recommendation

All current staff were undertaking continuous professional development (CPD) and professional reading. Their commitment to their CPD had positive outcomes for children.

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	
22 Nov 2018	Unannounced	Care and support	3 - Adequate
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	3 - Adequate
26 Jan 2016	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	5 - Very good
		Environment	5 - Very good
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
9 Dec 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed

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