

Bright Horizons Annandale Early Learning and Childcare Day Care of Children

37 Annandale Street Lane
Edinburgh
EH7 4LS

Telephone: 01315 575 567

Type of inspection:
Unannounced

Completed on:
14 March 2022

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2005110269

About the service

Bright Horizons Annandale Early Learning and Childcare nursery (referred to as the service throughout this report) is close to Edinburgh city centre. Children have access to a number of playrooms all of which have direct access to a garden. The service is close to local amenities such as library, parks and shops.

This was an unannounced inspection which took place on 07 March 2022 between 10:00 a.m and 14:00 p.m. Two inspectors carried out the inspection. 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
- observed practice and daily life
- reviewed documents.

Feedback was given via videocall on 14 March 2022 to the manager, lead practitioner, two representatives from Bright Horizons and a Quality Improvement Officer from the City of Edinburgh Council.

What people told us

During the inspection, we spoke with some older children who were happy to share their nursery experiences with us. We observed the experiences for younger non verbal children. Children appeared happy and comfortable with staff.

We gave our contact details to the service to share with parents, so that we could gain their feedback. We received an email from one parent who was very positive about their child's experience in the nursery. 'While there has been some staff turnover recently, including his key worker, it does not seem to have impacted him as he has good relationships with all the staff. We have regular update calls to discuss his progress and to give our own feedback.'

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 and quality assurance processes as part of the inspection. We have reported on this under the theme of Quality of Management and Leadership.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	3 - Adequate
Quality of staffing	3 - Adequate
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

We evaluated this theme as adequate, where strengths only just outweighed weaknesses.

Staff had a good knowledge of children's personalities and care needs. They were able to share information about individual children and their home life. This showed that staff respected children as individuals. Staff were caring towards children. Children would seek support from staff and readily accepted comfort.

Children in the baby and toddler rooms benefitted from the impact of staff training on Alice Sharp's experiential play and training on attachment. Staff demonstrated nurturing approaches as they responded to children's individual care needs. For example, staff sought permission when providing personal care such as changing a child's nappy or washing their face. Staff were at children's level to offer support and comfort when needed and we could see this nurtured children's security and built positive relationships.

The baby room and tweenie lunchtime was a positive experience for children as they were well supported by staff who sat with them. Lunch for the preschool children had recently been changed so that they had in smaller groups in the communal area. Children had opportunities to become independent in choosing and self serving their lunch. This was a relaxed, sociable and calm experience.

Only one child at the nursery currently had any medication. Concise and correct information was recorded which made it clear what staff should do to keep the child safe. In discussion with staff they were clear about what action they would take. A recommendation had been made about this at the last inspection and has been met.

Children's 'Learning journeys' described the learning opportunities available to children, as well as what the children had learnt from an activity. The observations within the 'Learning Journey's were inconsistent in quality and frequency. Some children had no observations for months and others had observations which told us little about the child. This meant that it was not clear where they were in their learning and development and how they could be supported. A recommendation had been made about this at the last inspection and is carried forward . See recommendation one.

The paper work for children with Individual Education Plans (IEPs) and support plans was not correctly completed. There was a lack of clarity in the recording of information. It was not recorded if and when targets had been achieved. Information was recorded on incorrect paper work and incorrectly dated. This had the potential for children to miss out on the support they required. The newly appointed Additional Support Needs (ASN) co-ordinator for the nursery, had experience of working with children with ASN although she told us that she did not have experience of completing the paperwork. Further support should be given to the ASN co-ordinator until she is confident in completing the paperwork. This would ensure that information is clear for all staff about how to meet the needs of individual children. A requirement had been made about this at the previous inspection and is carried forward. See requirement one.

Requirements

Number of requirements: 1

1. Children must have the right care at the right time. By 30 May 2022, the provider must ensure that where strategies are identified by other professionals, outside agencies and the service, these are consistently implemented. The impact of these strategies must be recorded and regularly evaluated to ensure that they

are having a positive impact and meeting children's needs. The Additional Support Needs (ASN) co-ordinator must be offered further support and or training to build their knowledge around the completion of the paperwork.

This is in order to comply with Regulations 4(1)(a) of The Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 211/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that "If I am supported and cared for by a team or more than one organisation, this is well-coordinated so that I experience consistency and continuity" (HSCS 4.17).

Recommendations

Number of recommendations: 1

1. Children should be provided with experiences which offer opportunities to try new skills, challenge themselves and develop their interests. In order to do this the provider should improve upon the information staff are recording in children's learning journals.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "my personal plan (sometimes referred to as my care 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).

Grade: 3 - adequate

Quality of environment

Findings from the inspection

We evaluated this theme as adequate, where strengths only just outweighed weaknesses.

All children had opportunities to be outside every day, to experience and appreciate the benefits of fresh air and develop physical and emotional health and wellbeing. Children aged three and over benefitted from independent access to the outdoor space. Children had been involved in writing their own the risk assessment for the out door area. On the day of the inspection the outdoor area was not available to the children until 10.50 am, we were told this was due to staffing issues. If on the day, children had not been involved in risk assessing the area, the space may have been available for them to use sooner. These processes should be embedded in practice so that children become familiar with them and know what to expect. We discussed with the manager that the choice of outdoor play should be available to children throughout the day.

Babies and tweenies had direct access to a decked area and staff ensured that children were outside every day. Outside sheltered areas allowed children to experience the world outdoors in all weathers and seasons.

Improvements had been made to the indoor playrooms and staff were keen to tell us about them. Pre-school staff had completed environmental toolkits and as a result had made positive changes to the room. This included the introduction of more loose parts and natural materials in the home corner. Staff noted that children were being more creative since the changes had been made. Children had been offered an increase

in sensory and science activities. Whilst children in the pre-school room were offered a range of activities, these were not available for children to re-visit and consolidate their learning. In addition, staff missed opportunities to extend children's interests and develop depth within the experiences. Therefore, children were not experiencing appropriate levels of learning and challenge. This is captured in the recommendation under the theme of staffing.

A Plan Do Study Act, (PDSA) cycle of improvement had been used to evaluate the pre-school children's lunchtime, as a result the lunchtime experience had been changed and we observed this to be a positive experience.

A particular improvement in the Tweenie room had been the increase of loose parts and natural resources and the number of sensory activities. For example we saw children enjoying playing with natural playdough and herbs. These activities and resources need to be further increased for the babies to provide opportunities for them to develop their curiosity and make sense of the world around them.

Positive changes had been made to the baby sleep room, which made it a more relaxed and nurturing space. The sleep room was freely accessed from the main play room, which meant that babies could choose to sleep or climb into the coracle to have a rest. A coracle provides an inviting sleep space or cosy retreat, it's low edge allows the child to climb in and out independently and provides a feeling of security.

Links had been made with the local community garden and the nursery had been given a space to plant within it. The lead practitioner had also acquired an allotment space for children to grow food. As well as opportunities to be outside, learning about growing plants and food, it was hoped that it would foster links with the local community and strengthen links with parents who would have access to the space. This would be a positive development for the nursery and would offer children links to the local community.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

We evaluated this theme as adequate, where strengths only just outweighed weaknesses.

Staff were safely recruited and registered with the Scottish Social Services Council. They are the regulatory body responsible for registering the social services workforce.

An extended three day induction had been introduced. This gave staff time to become familiar with the nursery's policies and procedures, individual children who they would care for and meet staff. Staff who had experienced this were very positive about their experience. This meant that there was sufficient time to

ensure that staff understood all the information and what was expected of them.

Staff knew children well, which supported their well being through responsive care. Staff working in the baby and tweenie rooms had attended training which supported them to understand and improve play environments and the importance of nurture and attachment. Staff were able to share with us how this influenced the experiences they offered children. However, there were further opportunities for the management team to support staff to access training and learning in relation to improving their skills as practitioners. For example, staff within the pre-school room would benefit from further training and support on using the Curriculum for Excellence to plan experiences for children. A recommendation had been made about this at the last inspection and is carried forward . See recommendation one.

Some staff spoke positively about the support and supervision offered by the management team. Whilst we could see support and supervision was taking place, a cycle of support was yet to be effectively established and embedded. Staff would benefit from further opportunities to reflect on their work so that they could develop as reflective practitioners and outcomes for children can be as positive as possible. In addition, management were not effectively addressing practice issues that had been identified to support staff in a timely manner. This is included in a requirement under Management and Leadership.

When discussing children with us, a staff member used gender biased language. This could limit children's opportunities and reinforce gender preconceptions. We discussed at feedback that all staff should be aware of 'Gender Equal Play' and the impact of their language. In partnership with the Care Inspectorate, Zero Tolerance have created a best practice document 'Gender Equal Play' to help practitioners enhance gender equality for children across all early learning and childcare settings. This resource explains the importance of challenging gender stereotyping in the early years and provides ideas and examples of existing practice from across Scotland.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. In order to ensure children are cared for by staff who are skilled and knowledgeable about current good practice, staff should have access to training. The manager should ensure that training impacts positively on staff practice and outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standard that state, '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' (HSCS 3.14).

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

We evaluated this theme as adequate, where strengths only just outweighed weaknesses.

Since the last inspection, there was some evidence that improvement planning and quality assurance work had been developed. The manager had taken part in 1:1 coaching training with Education Scotland. She had found this useful in terms of induction and 1:1 supervision with staff. She said the course had contributed to building her confidence. The lead practitioner role was to support staff practice within rooms and to support the improvement journey.

The nursery had worked with the Care Inspectorate Improvement team. Their focus had been on improving communication with parents. As a result key workers were making phone calls to parents to discuss their child's progress and interests. Parents completed home observations forms about their child's interests at home. The 'Family App' was used to share information with parents about their child's day. The service told us that parents were very happy with the improvement in communication and this was confirmed by a parent in an email to us.

The use of the environmental toolkits by staff and Plan Do Study Act (PDSA) impacted positively on some aspects of the service, such as the change to the lunch time experience for pre-school children. PDSA provides a framework for developing testing and implementing changes to the way that things are done which will lead to improvement. They should continue to use PDSA to further improve other areas of the nursery.

The manager and lead practitioner carried out audits of learning journeys. However, these audits were not carried out effectively, which resulted in poor information or a lack of information in some children's learning journeys. For example, some children in the pre-school room had not had observations for some time. To ensure positive outcomes for children, action should be taken to address issues when they are identified. A requirement had been made about this at the previous inspection and is carried forward. See requirement one.

One to one supervision and performance reviews were not adequately used to impact on staff performance. Where staff required support to develop their skills and knowledge, this was not consistently identified and addressed. This meant there were poor outcomes for children. A requirement had been made about this at the previous inspection and is carried forward. See requirement one.

The service had recently updated their improvement plan to reflect aspects that required improvement. However, these processes and systems were not yet fully embedded within the service and the impact of them could not yet be seen. A requirement had been made about this at the previous inspection and is carried forward. See requirement one.

The manager was registered with the Scottish Social Services Council (SSSC) she had not yet started her training for her management qualification. She told us that she planned to do this. This would benefit the manager in increasing her skills and knowledge in relation to the management of the nursery and potential to improve outcomes for children.

Requirements

Number of requirements: 1

1. In order to promote positive outcomes for children, the provider must by 30 May 2022 ensure that children and parents experience a service which has a culture of continuous improvement with a robust and effective quality assurance procedures. The manager must be effectively supported to take forward the requirements and recommendations noted as the result of this inspection.

This is in order to comply with Regulations 4(1)(a) and 15 (b) of The Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 211/210).

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

Recommendations

Number of recommendations: 0

Grade: 3 - adequate

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

Previous requirements

Requirement 1

Children must have the right care at the right time. By 20 March 2020, the provider must ensure that where strategies are identified by other professionals, outside agencies and the service, these must be consistently implemented. The impact of these strategies must be recorded and regularly evaluated to ensure that they are having a positive impact and meeting children's needs.

This is in order to comply with Regulations 4(1)(a) of The Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 211/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that "If I am supported and cared for by a team or more than one organisation, this is well-coordinated so that I experience consistency and continuity" (HSCS 4.17).

This requirement was made on 14 January 2020.

Action taken on previous requirement

The service had begun to implement some strategies identified by other professionals, however there was not a clear and consistent approach to this and as information was not recorded it was not clear what steps staff were taking to support children.

Not met

Requirement 2

In order to promote positive outcomes for children, the provider must by 1 June 2020 ensure that children and parents experience a service which has a culture of continuous improvement with a robust and effective quality assurance procedures. The manager must be effectively supported to take forward the requirements and recommendations noted as the result of this inspection.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

This requirement was made on 14 January 2020.

Action taken on previous requirement

The service had recently updated their improvement plan to reflect aspects that required improvement. However, these processes and systems were not yet fully embedded within the service.

Not met

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

Previous recommendations**Recommendation 1**

Children should be provided with experiences which offer opportunities to try new skills, challenge themselves and develop their interests. In order to do this the provider should improve upon the information staff are recording in children's learning journals.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "my personal plan (sometimes referred to as my care 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).

This recommendation was made on 13 May 2021.

Action taken on previous recommendation

The observations within the 'Learning Journey's were inconsistent in quality and frequency. Some children had no observations for months and others had observations which told us little about the child. This meant that it was not clear where they were in their learning and development and how they could be supported.

This recommendation is carried forward into this report.

Recommendation 2

In order to ensure that medication is safely administered to children when required, the service should ensure that concise and correct information is recorded in the child's medication plan.

This is to ensure care and support is consistent with the Health and Social Care Standard that state, 'I experience high quality care and support based on relevant evidence, guidance and best practice'.

This recommendation was made on 13 May 2021.

Action taken on previous recommendation

Only one child at the nursery currently had any medication. Concise and correct information was recorded which made it clear what staff should do to keep the child safe.

This recommendation is met.

Recommendation 3

In order to ensure children are cared for by staff who are skilled and knowledgeable about current good practice, staff should have access to training. The manager should ensure that training impacts positively on staff practice and outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standard that state, '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' (HSCS 3.14).

This recommendation was made on 13 May 2021.

Action taken on previous recommendation

There were further opportunities for the management team to support staff to access training and learning in relation to improving their skills as practitioners and impact positively on outcomes for children.

This recommendation is carried forward into this report.

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 Jan 2020	Unannounced	Care and support Environment Staffing Management and leadership 2 - Weak 3 - Adequate 3 - Adequate 2 - Weak
12 Oct 2017	Unannounced	Care and support Environment Staffing Management and leadership 4 - Good 4 - Good Not assessed Not assessed
13 Oct 2015	Unannounced	Care and support Environment Staffing Management and leadership 5 - Very good 5 - Very good 5 - Very good 5 - Very good
20 Aug 2013	Unannounced	Care and support Environment Staffing Management and leadership 6 - Excellent 5 - Very good 6 - Excellent 6 - Excellent
1 May 2012	Unannounced	Care and support Environment Staffing Management and leadership 6 - Excellent 5 - Very good 5 - Very good 5 - Very good
20 Apr 2010	Unannounced	Care and support Environment Staffing Management and leadership 4 - Good Not assessed Not assessed 4 - Good
5 Jun 2008	Unannounced	Care and support Environment Staffing Management and leadership 4 - Good 4 - Good 4 - Good 5 - Very good

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