

Elsie Inglis Nursery and Preschool Day Care of Children

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Telephone: 01316 038 402

Type of inspection:
Unannounced

Completed on:
6 May 2022

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2003012069

About the service

Elsie Inglis Nursery and Preschool is a daycare of children service registered to provide a care service to a maximum of 18 children from birth to under two years, 15 children aged two to under three years, 32 children aged two and a half to five years.

The nursery operates from a stand alone ground floor building in the city of Edinburgh. It is close to local shops, parks and public transport. The building consists of a baby room, toddler room, a twos room and a preschool room. There are changing areas and toilets for each room. Children also have access to an enclosed back garden.

This was an unannounced inspection which took place on 28 April 2022 between 09:30 and 17:00. 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 evaluation we:

- spoke with 15 people using the service and 23 family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

We gave feedback via Teams on 06 May 2022 to the manager, two representatives from Bright Horizons and the 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, some of the younger children were upset as their needs were not always being met. Most children appeared happy with their play with their peers and we observed them to be engrossed in play.

We gave our contact details to the service to share with parents, so that we could gain their feedback. We received two telephone contacts and 21 emails.

Some parents were positive about the staff. However, most parents expressed their unhappiness with the service, in particular the lack of communication. Comments are included within the body of the report.

Self assessment

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

2 - Weak

Quality of environment	4 - Good
Quality of staffing	2 - Weak
Quality of management and leadership	2 - Weak

Quality of care and support

Findings from the inspection

We made an evaluation of weak for this for this theme. Whilst we identified some strengths, these were compromised by significant weaknesses.

At times the baby room was calm and most staff were respectful, asking permission to change children's nappies and if they wanted to have a sleep. Most staff knew the babies' routines and followed them, for example where and when babies slept, but this was not always the case. There was limited language from the adults within the baby room. Staff were often task orientated and as a result the needs of babies were not always met. A recommendation was made about this at the last inspection and is carried forward into this report. (See recommendation one).

Transitions from home to nursery and between rooms were not well planned which resulted in the needs of families and babies not always being understood or met. For example, we saw a baby who was settling in being cared for by an agency member of staff on their first day. A baby was moved to the toddler room when they woke up from their nap to accommodate staff lunches. This did not provide continuity of care for the children involved. A parent told us that when their baby was settling in to the nursery "my child was visibly distressed and I was not allowed into the nursery". We saw some practice within the baby room which was not person centered, respectful and nurturing care. (See requirement one).

Medication in the older children's rooms was correctly stored and administration of medication forms were correctly completed which contributed to children being safe and their needs met.

However medication instructions in the baby room were not always current which caused confusion amongst staff about when it could be used. This resulted in a baby being upset for most of the morning. Despite being asked by us on numerous occasions if they could do something to alleviate the child's discomfort, it was not until the manager directed them that action was taken. (See requirement one).

Children in the twos and pre-school room benefitted from time spent outdoors where their play was supported by staff. Children's independence was encouraged by staff, who encouraged them to try to do things for themselves and provided support when necessary.

All children had Learning Journeys. These should document where children were in their learning and development. Babies had individual observations which detailed their development. However next steps were not always completed, this meant that staff did not use information effectively to enable them to respond appropriately to meet individual children's needs. A parent from the baby room told us "We receive regular updates through the app relating to food, naps and nappies. A couple of times a week we are sent a post including photos that show an activity that they have been doing that day. Mostly just told that they have had a good day at the door". (See requirement two).

Parents from the preschool room expressed their upset about the lack of communication from staff about their child's time spent at nursery. Most parents said they were not aware of any personal plans and hadn't seen their child's learning journal. They told us that Learning Journals were not regularly updated and had

limited information about their child's learning and development. The Family App which was also used by the nursery to communicate with parents, was described by parents as "generic" with limited information about their child. Their comments included:

- "The updates are extremely generic such as she had a great day or she was brave, which is often the opposite to what my child tells me".
- "There is a mass weekly update with photos of all of the children".
- "I have no idea what my child does at nursery".

To facilitate a partnership approach with parents, improvements must be made to the way in which staff include and involve parents in their child's care, play and learning outcomes.
(see requirement two).

A chef made and delivered the food to the individual rooms. They were aware of children's allergies and food preferences, children's placemats also contained this information. Babies had weaning forms which detailed their stage of eating. Older children were supported to be independent in serving themselves. All of which contributed to keeping children safe at mealtimes.

Babies did not have their hands washed before lunch and had their hands and faces washed with wipes after lunch. The manager said that a portable sink had been ordered to make it easier for the children to wash their hands. This would improve the opportunities for appropriate infection control in relation to handwashing.

Parents spoke positively about their child's experience in the two year old room and the feedback they received from staff. Comments included: "Overall, we are happy with Elsie Inglis, particularly the staff in the 2s room who are fantastic" and "We speak to staff at drop off and pick up. We are told about our child's day through the Family app. Staff in the two's room are very good at keeping it updated. Our child's development is shared through conversations and learning journals".

Parents informed us of an incident where children in the pre-school room viewed non educational material online. Staff should be aware of the impact on children when viewing material online to ensure that children are not at risk when participating in online activity.

Requirements

Number of requirements: 2

1.
By 1 July 2022 the provider must ensure that children are nurtured and supported throughout their daily experience.

To do this, the provider must, at a minimum ensure that:

- babies personal preferences with regard to sleeping are adhered to,
- transitions are communicated with parents and planned to ensure that they meet the needs of children,
- personal care needs are adhered to,
- staff are not tasked orientated to ensure that they have time to interact with children.

This is to comply with Regulation 4 Welfare of users (1) (a) (b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

2.

By 14 July 2022, the provider must ensure that children are supported to reach their full potential through effective personal planning.

To do this, the provider must, at a minimum ensure:

- Staff receive appropriate training/guidance to increase their knowledge and confidence in completing personal plans.
- Staff receive training on the importance of high quality engagement with parents to facilitate a partnership approach to children's care, play and learning outcomes.
- Personal plans reflect the holistic needs of each child. Through quality observations, children's learning journal focus on what individual children can do and what they need to grow and develop.
- Personal plans are well maintained and regularly reviewed making sure that children and families are central to the process.

This is to comply with Regulation 5(1)(a) and (b) (Personal Plans) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

Recommendations

Number of recommendations: 1

1. To promote a sense of nurture and security, the setting should consider how they manage tasks and staff deployment to ensure spending quality and consistent time with children is a priority.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

Grade: 2 - weak

Quality of environment

Findings from the inspection

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Throughout the nursery the environment was very comfortable, furnished to a very high standard and welcoming, with plenty of natural light and ventilation. There was ample space for children to play in groups and alone.

The baby room, was a clean, bright, light and airy space. A separate sleep area with the room, allowed children to sleep in a quite area whilst being monitored by staff. There were a variety of natural open ended resources and loose parts to encourage exploration and discovery. Books were attractively displayed. Resources to encourage children's development and curiosity such as a climbing slide and a den with mirrors were provided. These provided opportunities for babies to discover and explore.

Some children slept in Coracles, which are designed to provide an inviting sleep or rest retreat. However, these were stored in the sleep room which meant that children were not able to use them as they are intended, to allow children to independently choose to sleep or rest. The service should review the storage of Coracles.

In the room for children aged 18 months to two years, staff had given attention to detail when resourcing and setting up the room. This provided children with quality play experiences that was centred on their needs and interests.

Children aged two years were busy and engaged in their play with staff who were responsive to their needs and interests. This meant children were happy and confident in their age and stage appropriate experiences.

Pre school play areas were well maintained with a wide range of resources for children to choose from and extend their play and learning. As a result, we saw children were engrossed, motivated and having fun.

The garden provided opportunities for children to enjoy play and fresh air outside. A herb growing area showed children how to care for living things. The chef told us he had baked with children using the herbs. A range of loose parts such as bread crates and bricks allowed children to be creative in their play. Children were observed working together and having fun building a house.

A house keeper was employed to ensure the cleanliness of the nursery and was working throughout the day. This meant that staff had more time to focus on children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 4 - good

Quality of staffing

Findings from the inspection

We made an evaluation of weak for this for this theme. Whilst we identified some strengths, these were compromised by significant weaknesses.

We acknowledged current staffing challenges within the sector and that the service was actively seeking to recruit full time staff. When using agency staff, they tried to have consistency where possible. The service

should try to ensure that where possible children are cared for by staff whom they know to provide continuity of care for children.

Procedures were not in place to evaluate the effectiveness of staff practice. Appraisals had been carried out when the new manager had started, as part of a handover from the previous temporary manager. Although they had identified one staff member who wasn't keeping up with training, no action had been taken about this, despite them being unqualified. Management had failed to address this which resulted in poor outcomes for children. (See requirement one).

We were encouraged to hear that two new senior members of staff were due to start working in the setting. This could contribute to the the staff team becoming more confident and knowledgeable through their role modelling.

New staff were subject to safer recruitment and we could see that this, and regular Scottish Social services council (SSSC) register checks helped maintain keeping children safe.

Regular meetings were held with staff and management to discuss important issues, such as the development of progress plan. Recently staff meetings had been held which focussed on self regulation and validating children's feelings. Staff spoke about this training and how it had impacted positively on their practice. This had the potential to improve outcomes for children.

Staff told us that they undertook mandatory training and Bright Horizons training. In addition staff were offered training to improve and complement their practice. Staff received training from Alice Sharp and had used this knowledge to make improvements around playful learning within the under threes playrooms. This contributed to children experiencing more creativity and curiosity in their environment.

Some parents were positive about the staff team, saying "the pre-school staff are lovely and have a good relationship with the children", "the pre-school staff are very dedicated, warm and caring. They know the children well. They come up with interesting and fun activities for the children", and "Overall we are very happy with the staff in the baby room". However staff did not engage effectively with families to share information on children's learning and development and their time spent in nursery. Engagement with families was not structured or planned effectively. As a result parents felt that they knew little about their child's time at nursery and were not involved or valued. (See recommendation three in theme four, Management and Leadership).

Pre-school parents told us that their children came home from nursery talking about 'good girls' and 'naughty boys'. They described girls being given stickers for cleaning up after the 'messy boys'. Staff should be made aware of the best practice document 'Gender Equal Play' and be conscious of the impact of gender biased language on children.

Parents did not feel well informed about staff changes and also expressed concerns about the high staff turnover. Better communication from management may have alleviated some of the concerns from parents. (See recommendation one).

Requirements

Number of requirements: 1

1.

By 5 September 2022, the provider must demonstrate that all staff employed by the service have the right skills, knowledge, and experience necessary to keep children safe, to meet their health, welfare, and developmental needs.

To do this, the provider must at a minimum:

- Undertake an audit of the current skills, knowledge and experience of staff members. Information obtained from the audit must be used to address any gaps in the skills, knowledge and experience of staff members and be used to deploy staff effectively to meet the individual care, play and learning needs of children.
- Train members of staff in the areas of nurture, adverse childhood experiences, quality interactions and child development to ensure that the health, welfare and safety needs of children are supported effectively.
- Devise and deliver a comprehensive programme of continuous professional development for staff to enhance their current skills and reduce any gaps in knowledge.
- Provide regular opportunities for staff to have regular and effective support and supervision from management and are supported to reflect on practice.

This is to comply with Regulation 9(2)(b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that, '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).

Recommendations

Number of recommendations: 1

1.
To support children to feel loved and safe and families to feel reassured and respected, families and children should be kept informed about and introduced to any new and temporary staff in the team. Parents should be informed when there is a change in their child's keyworker and the reasons why. Arrangements for planned and unplanned absences should be managed well resulting in minimal disruptions to children's routines, care and support.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that, 'I am supported and cared for by people I know so that I experience consistency and continuity' (HSCS 4.16).

Grade: 2 - weak

Quality of management and leadership

Findings from the inspection

We made an evaluation of weak for this theme. Whilst some strengths could be identified, these were compromised by significant weaknesses.

The service had been through a period of turmoil over the past few years due to changes in management and staffing. The current manager had been in post for seven weeks at the time of this inspection and in conversation with us demonstrated clear leadership plans for the service.

The new manager had written an individual progression plan for each room, which staff had been involved in devising. We saw that this was a realistic plan which would address many of the areas identified for improvement at this inspection. The manager told us about her plans to involve parents within the nursery. These included re-introducing stay and play sessions, a family day on a Bear hunt, an open day and a graduation party. This would provide opportunities for parents to become involved in the nursery. We suggested that the manager share this with parents so that they are aware of plans to improve the service.

Procedures were not in place to evaluate the effectiveness of staff practice. This meant there was an increased risk to children. Managers had failed to address and identify staff training needs. Where they had been identified these have not been appropriately addressed. A recommendation was made about this at the last inspection and is carried forward into this report. (See recommendation one).

Parents told us that they did not feel comfortable in raising issues with management. They were very negative about communication with the service. Some told us "there is now a culture amongst parents of giving up raising anything as it feels pointless" and "overall, I feel totally discouraged and stopped contacting them". Prior to our feedback to the service they were unaware of the feelings of parents and told us that they planned to address this immediately.

After a recent upheld complaint two recommendations were made. These both related to communication with parents. Both of these recommendations are carried over into this report. (See recommendations two and three).

Whilst we acknowledged that the manager had been in place for a short period of time, there were no effective quality assurance systems in place which had led to serious issues of poor practice not being identified or addressed. There had been a significant lack of leadership in the setting. This resulted in poor outcomes for children. (See requirement one).

Requirements

Number of requirements: 1

1.
By 15 August 2022, to improve outcomes for children, the provider must develop and implement an effective system of quality assurance to monitor and improve all areas of practice.

At a minimum, the provider must:

- Ensure there is appropriate and effective leadership of the setting.
- Put clear and effective plans in place for maintaining and improving the service including the use of effective self-evaluation processes, and quality assurance systems.
- Implement effective action planning to address areas of required improvements within identified timescales.

This is to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 3 Principles and Regulation 15 (a) and (b) Staffing.

This is to ensure that 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: 3

1. 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. This would assist them to identify and address issues in staff practice.

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).

2.
Management and staff to ensure when concerns are being raised, service users are provided with a clear written response and reassurance as to the action being taken in line with the service complaints policy.

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

3.
Management and staff to ensure overall communication and information sharing with parents and carers is effective.

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

Grade: 2 - weak

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

Management and staff to ensure overall communication and information sharing with parents and carers is effective.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: I use a service and organisation that are well led and managed.

This recommendation was made on 19 August 2021.

Action taken on previous recommendation

No action had been taken. This recommendation is carried forward into this report.

Recommendation 2

Management and staff to ensure when concerns are being raised, service users are provided with a clear written response and reassurance as to the action being taken in line with the service complaints policy.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: I use a service and organisation that are well led and managed.

This recommendation was made on 19 August 2021.

Action taken on previous recommendation

No action had been taken. This recommendation is carried forward into this report.

Recommendation 3

To support children to have consistently meaningful play and learning experiences, the service should consider how they manage the daily routines to minimise the disruptions they have on children's play and learning.

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) and '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 22 January 2020.

Action taken on previous recommendation

Children's play was not interrupted by staff. Children in the pre-school were able to lead their own play without interruptions from staff.

Recommendation 4

To promote and support children's well-being improvements should be made to the way in which staff record important information about children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'My personal plan (sometimes referred to as a 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 22 January 2020.

Action taken on previous recommendation

Action had been taken to ensure staff recorded information about children with additional support needs.

Recommendation 5

To promote a sense of nurture and security, the setting should consider how they manage tasks and staff deployment to ensure spending quality and consistent time with children is a priority.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

This recommendation was made on 22 January 2020.

Action taken on previous recommendation

This recommendation has been carried forward into this report.

Recommendation 6

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. This would assist them to identify and address issues in staff practice.

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 22 January 2020.

Action taken on previous recommendation

This recommendation has been carried forward into this report.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
29 Aug 2019	Unannounced	Care and support 3 - Adequate Environment Not assessed Staffing 3 - Adequate Management and leadership 3 - Adequate
14 Apr 2017	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
22 May 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
18 Aug 2011	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing Not assessed Management and leadership Not assessed
3 Sep 2010	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing Not assessed Management and leadership Not assessed
23 Jul 2009	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
29 Jul 2008	Announced	Care and support 4 - Good Environment 4 - Good

Date	Type	Gradings	
		Staffing	4 - Good
		Management and leadership	4 - Good

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