

# Campie Primary School Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
14 November 2022

**Service provided by:**  
East Lothian Council

**Service provider number:**  
SP2003002600

**Service no:**  
CS2003016981

## About the service

Campie Primary School Nursery is registered with the Care Inspectorate to provide a day care of children service to a maximum of 60 children at any one time aged from 3 years to those not yet attending primary school.

The nursery is part of Campie Primary School in the town of Musselburgh, East Lothian. The nursery premises is within the school and consists of a large playroom, two outdoor play spaces, children's toilets and kitchen facilities. Nursery children also have use of areas of the school playground and go on visits to local community areas such as the library.

## About the inspection

This was an unannounced inspection which took place on 01 November 2022 between 9:15am and 3:45pm. Feedback was given to the deputy head teacher, senior early years practitioner and early years support teacher from the local authority on 14 November 2022. The inspection was carried out by an inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 12 children in the nursery
- spoke with 2 staff and the early years support teacher
- observed practice and daily experiences for children
- reviewed documents
- gathered the views of parents through e-mail and phone call
- gathered the views of four staff by e-mail.

## Key messages

- Children were supported to be confident and curious.
- Children had opportunities for outdoor play for long periods of each day.
- Staff were working on the lunch routine to make it a valuable and enjoyable time for children.
- Children were engaged in their learning and their own learning logs.
- The strategies developed to support children needed to be clearer to enable assessment and the sharing of progress.
- Some areas of the environment needed further assessment to ensure that it provided a safe, comfy and cosy place for children.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

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

### Quality indicator 1.1: Nurturing care and support.

Children were happy and having fun. We spoke with several children during our visit. They confidently showed us around their nursery, explained who staff were and told us what they did at nursery. Children were familiar with the routine for the day, which helped them to mark time and be secure in what was happening next.

Staff supported children's emotional needs and provided nurturing care. During our visit staff made sure that children felt safe and secure. There were good levels of encouragement and praise given to children, along with physical comfort and reassurance. Children told us about staff and spoke warmly about them. The good levels of nurturing care had resulted in a group of children who were confident, relaxed and having fun in nursery.

A range of information had been gathered about children which made up their personal plan. Senior staff talked in depth about the children in their care and knew them well, but not all information was fully recorded. Some of the support strategies for individual children needed to be more defined to enable a consistent approach from staff, that could be assessed and adapted as necessary.

Staff had been working on the lunch routine and they were continuing to evaluate the experiences for children. Children had opportunities to collect their meal and make choices about what they ate. Staff supported children during lunch, making sure that children ate and drank well to sustain them through their afternoon. Staff ate with children, encouraged conversation and the development of skills such as using cutlery which provided children with a valuable social experience.

### Quality indicator 1.3: Play and learning.

Staff had developed a process to plan children's learning experiences. Planning was linked to national curriculum frameworks. Good practice documents supported staff to identify key learning opportunities and plan experiences. The use of floor books showed how children were involved in their own learning. Some areas of responsive planning had been detailed but these needed to be more frequent, and their implementation more clearly evidenced.

Each child had a Learning Log which detailed what they were learning in nursery. Children were very engaged in these jotters and shared them with us. They could describe events and tell us what they were doing in the Log and reflect on what they could do now. These Logs were shared with parents regularly to keep them updated about their child's learning.

Children's learning was also tracked using local authority tools which helped staff assess children's learning progress. Children had opportunities for small group time where some areas of learning were supported. We suggested that staff needed to ensure that where children had an interest or area of skill, that these should be extended through the wider learning environment and not just at the small group time.

We observed play experiences to develop children's skills in language, literacy and numeracy. The service could consider how to extend learning opportunities for children to naturally explore literacy and numeracy throughout the outdoor environment. Some open-ended and loose part resources were available in both the indoor and outdoor environments. These promoted children's curiosity and encouraged them to be creative, problem solve and use their imagination.

Children were seen to be independent and given choice about where and what they played with. There was free flow to the outdoor area which provided a choice of learning environments and offered daily opportunities to access outdoor learning for sustained periods of time. There were two outdoor environments available to children, along with some opportunities to use areas of the school playground. Some local community resources such as the library had been used to extend children's experiences.

## How good is our setting?

**4 - Good**

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

### Quality Indicator 2.2 - Children experience high quality facilities.

The nursery environment was presented and furnished to a good standard. The bright and comfortable space offered children a pleasant and interesting place to play. The hall used at lunch time was next to the nursery, which made the transitions at lunch manageable and smooth for children. Children could access additional resources that they needed for their play; for example, more resources for gluing and model making or additional small world resources for imaginative play.

The environment provided spaces for group or individual play. We asked that consideration was given to providing more cosy and enclosed spaces for children to use for play, rest and relaxation. Throughout the day staff ensured that play areas were well resourced and encouraged children to appropriately tidy and help keep the room attractive and inviting. This helped children develop a sense of responsibility.

Throughout the nursery there were clear procedures to ensure that the environments were safe, and that resources and furniture were clean. Toilets and nappy changing facilities were clean and maintained throughout the day. They were arranged in a very child friendly way which enabled children to access them independently. We asked that advice was sought from environmental health regarding door access, to ensure appropriate infection prevention and control practices.

Information about children was kept securely on the local authority computer system. Paper information such as personal plans were kept securely in a locked cabinet. Sensitive information was only shared with those who needed the information to meet children's needs. Staff had a good understanding of confidentiality, and this was reflected in their communication with parents.

## How good is our leadership?

4 - Good

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

### Quality indicator 3.1 - Quality assurance and improvement are led well.

Leadership roles in the nursery were defined and shared with staff and parents. The senior early years practitioner provided day to day leadership to the staff team, with the head and deputy head teachers providing more strategic support. Good use of local authority resources such as the early years support teacher had been made to help develop the service and the learning opportunities for children.

Self-evaluation was carried out throughout the year to reflect on practice and identify areas where improvement could be made to impact positively on the outcomes for children. All staff were involved in the procedures for self-evaluation through team meetings and at in-service days. The improvement plan was a working document which included priorities linked to the school and areas for the nursery alone.

A shared vision, values and aims had been developed which focussed on aspirations for children and their families. Parents had some opportunities to be included in the evaluation of the service through being asked for comments and suggestions. Staff should continue to offer these opportunities and to include parents further in the life of the nursery. This will help parents understand and contribute to the vision of positive outcomes for their children.

Floor books and conversations with children were used to gain children's ideas. Observations of children were used to influence the pace and organisation of the day to ensure that it met their needs.

## How good is our staff team?

4 - Good

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

### Key indicator 4.3: Staff deployment.

The leadership team understood that appropriate staffing levels were needed to meet the needs of all children in the nursery. Staffing arrangements included additional staffing hours for some children who needed additional support. The nursery was appropriately staffed at busy times, such as lunch and home time. Two parents commented that the quality of the handover at home time could be improved as they felt staff were too busy to give meaningful feedback. We asked the staff to look at ways in which communication with parents could be accommodated at what was often a busy part of the day.

Staffing in the nursery promoted consistency for children, which helped them be familiar and secure with those caring for them. Where additional staff were needed, these were recruited from local authority supply staff. There was information for supply staff to ensure that they were aware of the expectations of working in the nursery and what they could expect from leaders and staff.

Staff worked well together as a team. Work had been undertaken to ensure that staff were aware of their responsibilities within the playroom, such as roles during lunchtime. Staff said that they felt they worked well as a team. On the day of our visit, we observed that staff worked flexibly to help each other out and meet the needs of children.

Systems for professional development were in place and carried out by the deputy head teacher. Opportunities for training and further professional development were available to staff and the leadership team had a good overview of where potential skill gaps might be. To support team building and professional development, we suggested that the leadership team could look at implementing a system for support and supervision. This would act as a 'check in' with staff between the annual professional development review process.

## 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).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good



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