

# Murrayfield Primary School Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
27 February 2023

**Service provided by:**  
West Lothian Council

**Service provider number:**  
SP2003002601

**Service no:**  
CS2003016147

## About the service

Murrayfield Primary School Nursery is registered to provide a care service to a maximum of 50 children aged 3 years to entry into primary school. The service is located within the village of Blackburn West Lothian.

The service is located within Murrayfield Primary School and consists of a pre-school nursery and a Language Centre. The Language Centre provides an in-reach service for children who would benefit from additional focused support with their speech and language skills. The service takes referrals from across the local authority. Children continue attend their home nursery and spend part of their week in the Language Centre for focused support.

Both services have their own separate entrances with cloakroom space, a playroom with kitchen, toilets and nappy changing facilities. Playrooms open directly onto enclosed outdoor play spaces. Both services use the multi sensory room with the school.

## About the inspection

This was an unannounced inspection which took place on Thursday 22 February between 9:00am and 4.00pm and Friday 23 February between 11.00am and 5.30pm. The inspection was carried out by one 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 20 people using the service and five members of their families
- spoke with 12 staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Self Evaluation and improvement plans led to continuous improvement of the service.
- Staff were warm and caring in their interactions with children.
- Effective team work ensured that children received a consistent quality experience.
- Personal plans were used effectively to meet children's needs.

## 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

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

5 - Very Good

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality Indicator 1.1 Nurturing care and support

Staff were on duty to chat to parents and children ensuring they received a warm welcome into the nursery. Their positive nurturing interactions helped children to feel safe and comfortable in their care. Children in the language centre were transported to the service from across the region. Staff made sure they were ready to welcome children as they arrived and walk with them into the service. Across the service we saw that staff were kind and caring and that children were confident and relaxed in their care.

Staff wanted to ensure that children came to nursery ready to make the most of their day. There was a focus on wellbeing. This included the use of a 'feelings tree' which children could use if they wished. We observed an interaction where a child shared feelings of sadness with a member of staff. The staff member worked sensitively with the child showing respect by actively listening and acknowledging the feelings expressed. The calm unhurried interaction allowed the child to move on to the rest of their day.

In the language centre staff focused on supporting communication and language skills. Staff used quiet, focused and unhurried interactions to ensure that children understood and had time to respond to conversations. This helped children build on their skills to feel confident in their interactions with others.

Experienced staff throughout the service provided positive role models of behaviour in the way they interacted with one another and with the children. These interactions aimed to foster life skills which would support children going forward in their school and home lives. A parent told us "Role play at home consists of us playing nursery, my child is usually (named member of staff) their dolls are the children. They speak to them in a very nurturing and attentive manner which makes me smile".

All children had personal plans and learning journals. Personal plans were well maintained and reviewed regularly with parents in line with legislation. This helped ensure that information was relevant to children's current needs and interests. Learning journals were used to track children's progress and to plan for next steps supporting their overall development. Parents told us they were aware of these documents, one said "I receive lovely updates on my child's learning and progress through the learning journals. This gives me insight into what they have been learning and exploring".

The service provided snacks and a hot lunch cooked on the premises. A record of children's allergies and food preferences was maintained in the service. This helped keep children safe. Meal times were relaxed occasions, staff sat with children encouraging social skills and conversation. Children were encouraged to serve themselves during meal times. They enjoyed the sense of pride and achievement that came from choosing food and pouring their own drinks. Morning snack in the nursery was a particularly busy time. We were aware that in order to make room for a friend, one child moved away from the table while still eating. Reviewing of meal times should continue to ensure they are as positive as possible for all children.

The nursery and the language centre worked closely with support services including health visitors, speech and language therapy and occupational therapy. This helped ensure that children received appropriate intervention to support their developmental needs.

### 1.3 Play and Learning

Children had fun at nursery and laughter was frequently heard. Free flow access from the playroom to the garden meant that children were able to choose where and how they wanted to play. Children had ownership of the nursery. They were confident in transporting resources around the service to support their play and to create the world of their imaginations. This was encouraged by staff who recognised this as an important part of children's learning experience.

Staff planned activities using their knowledge of children's interests and information from families about their interests at home. This helped ensure that activities remained relevant and engaging. Staff were confident in adapting plans in order to ensure they continued to interest children. This supported curiosity, enquiry and the deep learning that comes from being engrossed in play without unnecessary interruption.

Children in the language centre enjoyed a planned combination of 1-1 time, small group support, and outdoor free play experiences. These were designed to meet their individual needs and make the most of their time in the specialised service.

Staff understood that children were at different stages in their development. They used their knowledge of individuals to ensure that their plentiful resources could be enjoyed and adapted by all children in ways that supported individual needs.

Children were given nursery helper roles. They engaged enthusiastically in, for example, preparing snack foods, setting out the picture menu and counting plates and glasses for their friends. These enabling activities helped support numeracy and literacy skills. We saw children glow with pride as they received meaningful praise for a job well done.

Children's health and wellbeing was supported as outdoor play was available throughout the day. Resources for active and imaginative play included, loose parts, mud kitchen, sand pit, space to ride bikes, to run and to climb. Children enjoyed challenging their bodies through physical activities. One child called out "I can jump off two tyres, watch me" another, after enjoying the joy of running told us "I'm puffed out now" before taking a short rest and starting again. Planting and growing activities gave children opportunities to learn about the natural world and seasonal changes. A parent told us "I love the big garden, it's good to know that my child plays outside every day".

#### How good is our setting?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

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

The nursery and the language centre were equipped with high quality furnishings and resources specifically chosen to meet the needs and interests of young children. Play rooms had been arranged to support children's independence allowing them to move around freely and access toys and resources without adult support. This supported children's independence and helped them to develop confidence in their decisions making skills.

An ongoing programme of refurbishment helped ensure that resources were replaced and replenished as necessary. This ensured that children always had sufficient quality resources to support their play inside and in the outdoor areas.

Photographs of children engaged in activities in nursery prompted conversations about some of the experiences they had taken part in. Art and craft work was displayed on the walls of the nursery. Seeing their work used in this way respected children's efforts and helped foster a sense of pride in their contribution to the nursery environment.

The language centre and the nursery had access to a well equipped multisensory room. Staff described how they used the calm therapeutic space to support individuals or small groups of children as part of specific programmes of work designed to meet their needs. The room was also used to support children who would benefit from spending time in a calm restful space.

Children were encouraged to take care of their nursery environment by looking after resources and by tidying up. Staff had realistic expectations of children's abilities and were discreet in ensuring that areas were reset ensuring positive play and learning activities for all of the children. This showed respect and a desire to make sure all children enjoyed a quality experience.

The environment was clean. Staff supported children to follow good hygiene routines including regular hand washing throughout the day. Embedding these routines helped children develop protective habits for life. Some children knew why washing their hands was important in helping them to stay healthy. One told us "Germs make you sick so I wash them away".

Staff were responsible for ensuring that risk assessments were checked regularly and for reporting any concerns to the school office where they could be directed appropriately for action. Risk assessments were linked to accidents and incidents and were audited as part of the services quality assurance procedures. This helped identify any areas where accidents happened more frequently than usual and which might need attention.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

### 3.1 Quality Assurance and improvement are well led

The forward thinking senior management team had a clear understanding of the issues impacting on the community and on the nursery. The management and staff team shared the joint aim and vision of supporting children's achievements in a nurturing environment recognising and responding to their individual needs. They understood the importance of effective transitions in supporting children's wellbeing and were committed to the seamless integration of the nursery into the wider school community.

The deputy head knew staff and children well. They were actively involved in the nursery and regularly spent time there. This allowed them to observe staff working with children and gauge how effective staff interactions and the environment were in meeting children's needs and supporting their ongoing development. The Deputy attended team meetings so they were aware of current issues in the nursery and able to ensure that any interventions needed to support children's experiences were acted upon quickly. This resulted in children receiving high quality care and support.

The management team understood that robust quality assurance procedures were at the heart of continued and sustainable improvement. To achieve this the service use quality framework documents and audit tools to benchmark aspects of the service including children's personal plans and learning journals. Consistent benchmarking resulted in sustained improvements throughout the service.

Management and staff worked together to identify targets within the service improvement plan. The plan identified targets, dates for completion and people responsible for monitoring this. This plan was shared with families which evidenced accountability and a commitment to an inclusive open service which respected the views of the people who used it.

The whole nursery team were committed to working with families in an open and respectful way which valued their input. To encourage this they welcomed parents into the nursery as they picked up and dropped off their children. Nursery Natter and stay and play sessions had been trialled successfully and were planned to continue. Staff felt they benefitted from the deeper understanding of children and their families these sessions gave them and as a result could give children more focused support. Parent comments included "I always find staff very welcoming and supportive. I had to confide in staff when I had a concern about my child. Staff monitored my child closely and got back to me which was reassuring".

### How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how this supported positive outcomes for children, therefore we evaluated this key question as very good.

#### 4.3 Staff Deployment

The service was well staffed. All staff were qualified for the post they held and registered with the Scottish Social Services Council or other professional bodies appropriate to their professional qualifications. This meant that children were cared for by staff who had the right mix of skills and experience to meet their needs.

Staff who had recently joined the service told us they had taken part in a thorough induction process. They felt this had helped ensure they were equipped with the knowledge required for their role in the nursery. Staff were required to give their written confirmation that they had completed areas of their induction. This promoted accountability and ownership of learning.

Staff were positive about the training opportunities available to them and the time they were given to attend courses and to study. All staff took part in a rolling programme of training in child protection, first aid and food hygiene. This helped ensure children were protected and their health and safety needs were met. Regular cluster meetings took place across the year where staff from early years services came together to discuss current developments in the care and education of pre school children, and to share best practice. Along with weekly staff meetings this contributed to staff developing their professional knowledge and ability to effectively support children.

Further training focused on the needs of children and on staff's professional interests. This included, numeracy and literacy, forest schools and adverse childhood experiences. They had also taken part in training to support children's health issues. All of this helped ensure that wherever they were deployed within the nursery staff had the skills to offer children a positive enriching experience.

Staff felt that senior staff recognised the challenges of their role and were supportive of them. Individual staff members were given responsibility for key roles within the nursery including the outdoor environment, big bedtime read and nursery natter. These roles and many others respected their skills and ensured they were used effectively to support children's overall wellbeing and development. Staff welcomed the opportunity to take part in annual appraisals as an opportunity to reflect on achievements and support their ongoing development needs.

Staff were committed to ensuring that children and their families had the best possible experience while in the service. Staff were effectively deployed across the setting. They communicated well together, they were aware of and respected one another's areas of expertise. They spoke positively of how the skills and experience recently recruited staff brought to the service would enhance children's experiences and support their own learning.

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

### Requirements

#### Requirement 1

In order to ensure the continued safety of children the provider must ensure that staff practice reflects the organisation's and national level policies and procedure for child protection and safeguarding children by 19 February 2022.

This is in order to comply with Regulation 4.1(a), welfare of service users- a provider must make proper provision for the health, welfare and safety of service users, of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulation 2011 and to ensure care and support is consistent with the Health and Social Care Standards which states that; as a child "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20).

**This requirement was made on 14 January 2020.**

#### Action taken on previous requirement

The senior team had focused on ensuring that all staff took part in child protection training at least once a year. This had enabled staff to understand their responsibilities in protecting children and the actions they must take if they suspect harm. A recent staff survey indicated that all staff were confident in their role in protecting children and in the action they must take in the event of concerns. Child protection is on the agenda of every team meeting. This allowed staff to revisit child protection training and engage in professional dialogue.

**Met - within timescales**



## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To ensure children's care and support meets individual needs, the service should review and further develop its approach to creating, implementing and reviewing children's Personal plans in line with legislation. This is to ensure that 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" (HSCS1:15).

**This area for improvement was made on 14 January 2020.**

#### Action taken since then

The senior team audit children's personal plans as part of their quality assurance procedures. We sampled children's personal plans and saw that they were maintained in line with legislation. The area for improvement is met.

#### Previous area for improvement 2

To ensure all children are engaged in learning and supported to develop social skills, confidence and self-esteem, staff should more carefully plan group experiences and opportunities during free flow play. To achieve this consideration should be given to:

- the roles of staff in scaffolding and supporting play
- children's interests
- being responsive to children's needs and wishes.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state; "As a child my social and physical skills, confidence, self esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural play materials" (HSCS1.31).

**This area for improvement was made on 14 February 2020.**

#### Action taken since then

Staff planned and set up playrooms based on conversations with children and their observations of their current interests. Staff are on hand to support children's play experiences. Children were free to make their own choices of where and how they chose to play. The area for improvement is met.

### 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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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