

# Pear Tree Nursery West Road Day Care of Children

1 West Road  
Haddington  
EH41 3RD

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**Type of inspection:**  
Unannounced

**Completed on:**  
3 February 2023

**Service provided by:**  
Pear Tree Nurseries Ltd

**Service provider number:**  
SP2006008293

**Service no:**  
CS2018363682

## About the service

Pear Tree Nursery West Road is an early learning and childcare setting situated in a residential area of Haddington, close to transport links, shops and community services. The service provides a day care of children service to a maximum of 96 children at any one time aged from three months to not yet of an age to attend primary school of whom no more than 30 are under two years old.

The setting consisted of a large two storey Victorian detached house and a coach house. Children aged three to five years and up to ten children aged under two years can be cared for in the main house. A maximum of 20 children aged under two years can be cared for in the coach house. There is an enclosed garden to the rear for children to participate in more energetic activities, with a separate area for the younger children.

## About the inspection

This was an unannounced follow up inspection which took place on 31 January 2023. The inspection was carried out by two inspectors from the Care Inspectorate. This follow up inspection was in response to requirements that we made at our previous inspection on 07 October 2022 and a follow up inspection on 05 December 2022.

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 staff and management
- spoke with children and observed their experiences
- observed staff practice within the service
- reviewed documents.

## Key messages

- The setting had undergone significant improvements to meet children's care, play and learning needs.
- Staff had improved their practice, particularly their nurturing approach.
- Children were offered sufficient food and water to keep them hydrated, ensuring their physical wellbeing was supported.
- Significant improvements had been made to the quality and range of play experiences and resources.
- The management team acknowledged improvements were at an early stage and further developments were required to ensure improved practice was sustained.

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

### Requirements

#### Requirement 1

By 16 January 2023, the provider must ensure children's care, wellbeing and development needs are met. To do this, the provider must, at a minimum, ensure:

- a) Staff provide children with nurturing and caring support at all times to meet their individual needs.
- b) Children continue to be offered sufficient food and they are offered enough drinking water to keep them hydrated.
- c) Staff are trained on how to keep children safe when out with the nursery and suitable pushchairs are available.
- d) Routines reflect individual children's needs, offer choice and are based around realistic expectations of children's age and stage of development.
- e) All staff, including those new to the setting are provided with the right information to fully meet children's preferences, needs and requirements and converse with parents.
- f) Staff are able to engage with parents to ensure their requests and children's needs are met.

This is in order to comply with Regulation 4 (1)(a) (Welfare of users) 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 (HSCS) which state that:

'As a child or young person I feel valued, loved and secure' (HSCS 3.10).

**This requirement was made on 5 December 2022.**

## Action taken on previous requirement

Staff demonstrated improved practice, particularly in their nurturing approach. This had been achieved through training and staff from other Pear Tree settings being role models. This had assisted staff to understand and respond to individual needs and preferences. Children were more comfortable and confident in approaching staff for support and guidance, which was an indication of the trusting relationships that had been developed.

Children were offered sufficient food and water to keep them hydrated, ensuring their physical wellbeing was supported. This had been achieved through the introduction of new procedures around meal and snack times. For example, having alternatives available should children not eat the menu choice and water stations with cups in playrooms. This promoted healthy eating habits and ensured that children were offered adequate amounts of food and drink throughout the day.

With the exception of one age group of children, staff were now trained on how to keep children safe when out with the nursery, and suitable pushchairs were available to support this. This ensured that children were kept safe and secure when out in the local community. Staff reported that being able to get out of the setting had a positive impact on children and their own mental health and well-being. Plans to ensure remaining staff received the training were in place so that all children and staff could benefit from being able to go out in the local community.

Children were able to lead their own routines, including deciding when they were ready to sleep. As a result, children demonstrated increased independence. Children could choose from play opportunities which reflected their needs, interests and preferences. This had been achieved through the use of new planning approaches and resources, which enabled staff to better understand and respond to children's needs and preferences. The children showed improved engagement in activities, and staff were able to facilitate play and learning in a more positive environment. As a result, children were happier and content.

Staff, including those new to the setting, were provided with better information about children's preferences and needs. This ensured that staff were better equipped with the knowledge and skills they needed to provide effective support. The introduction of 'at a glance' sheets gave staff clear information on individual needs. Along with up-to-date personal plans, this meant staff were able to confidently tell us about children's needs and their role in meeting them.

Staff were now more able to engage with parents to ensure that their requests and children's needs were met, promoting a partnership approach. This had been achieved through the use of new communication tools and strategies, which enabled staff and parents to work together to ensure better outcomes for each child. The overall improvements to children's experience's meant that staff had better quality information to tell parents about their child's day. Staff told us they actively encouraged parents to come into the playrooms to see the new and improved spaces and experiences. The introduction of 'a big breakfast' was welcomed by parents who clearly enjoyed the experience. The management team were aware that further work was needed in this area to ensure all staff were fully confident in their interactions with parents.

A commitment to meeting children's care, wellbeing and development needs was evident through the significant improvements made.

## Met - within timescales

## Requirement 2

By 9 December 2022, the provider must ensure children's overall health, safety and wellbeing is supported through effective use of personal planning, taking account of the wellbeing indicators.

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

- a) Every child has a suitable personal plan in place.
- b) Staff record accurate information on each child's care, learning and development needs.
- c) Planned review dates are carried out at least once every six months in consultation with parents or sooner if a child's support needs change.

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 (HSCS) 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).

**This requirement was made on 7 October 2022.**

### Action taken on previous requirement

Each child now had a suitable personal plan in place, which had been reviewed and updated to reflect their changing needs and circumstances. This had been achieved through the implementation of new procedures, which promoted the beginnings of a partnership approach to personal planning with further plans for parents to become more involved in the process. Plans were in place to review personal plans at least every six months in consultation with parents. This should ensure that support was continually updated and adjusted to meet the evolving needs of each child, leading to improved outcomes and better overall wellbeing.

Most staff had started to record more accurate information on each child's care, learning and development needs, which allowed for more effective and targeted support to be provided. This had been achieved through the introduction of individual learning plans, floor books, use of technology and training. This helped staff to better understand and respond to the needs of each individual child. The management team were aware that further work was required with individual staff to increase their knowledge and confidence in recording children's needs.

A commitment to ensuring children's health, safety, and wellbeing was evident through the significant improvements made.

### Met - within timescales

## Requirement 3

By 16 January 2023, the provider must ensure that the medication system promotes children's safety.

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

- a) Records contain all essential information, including clear instructions on the actions staff should take should a medication be ineffective.
- b) Staff are knowledgeable about children's medical needs.

c) Required medication is kept in the setting.

This is in order to comply with Regulation 4 (1)(a) (Welfare of users) 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 (HSCS) which state that:

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

**This requirement was made on 5 December 2022.**

## Action taken on previous requirement

The management team demonstrated a commitment to promoting children's safety through the effective management of medication. This had been achieved through the implementation of a range of measures designed to ensure medication system promoted safety.

Medication records now contained all essential information, including clear instructions on the actions staff should take if medication was ineffective. This ensured that staff had access to the information they needed to make informed decisions about the administration of medication, while also promoting children's safety and wellbeing.

Required medication was kept in the setting, ensuring that staff had easy access to the medication they needed to provide effective support and care to children. This has been achieved through the implementation of new storage and inventory management systems, which promoted the safe and effective management of medication.

A commitment to promoting children's safety through the effective management of medication was evident through the significant improvements made.

## Met - within timescales

### Requirement 4

By 16 January 2023, the provider must ensure the environment is safe and suitable to meet the needs of children.

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

- a) Children do not have access to staples.
- b) Doors are held open safely to avoid children being able to close them and trap their fingers.
- c) A risk assessment is carried out to ensure glass within window panes do not cause a risk to children's safety.
- d) Staff are confident in identifying and addressing risks.
- e) The provider must provide details to the Care Inspectorate on how they will meet the minimum space standards for children under the age of two as detailed in Space to Grow Design guidance for early learning and childcare and out of school care settings (Scottish Government).

This is to comply with Regulation 4 (1) (a) (Welfare of Users) 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 environment is safe and secure' (HSCS 5.17).

**This requirement was made on 5 December 2022.**

#### Action taken on previous requirement

Management now had a clear oversight of safety measures enabling them to identify and address any gaps in practice. This ensured that the setting was able to respond proactively to emerging risks and maintained a safe and healthy environment for children in their care.

There were no obvious risks of children trapping their fingers in doors or having access to staples. A screen had been put in place which meant children could safely enjoy the views out of the window.

Steps had been taken to prevent the sleep area from overheating, resulting in a more comfortable and safer sleeping environment. For example regular temperature checks were taken, there was a restriction on how many children could sleep in the area and the curtains to the landing were left open. During the inspection, the sleep area was found to be at a satisfactory temperature. However, to improve ventilation and regulate temperature, the planned window replacements need to be carried out to ensure they can open. Staff should be able to regulate the radiator temperature, as this will promote a more comfortable, safe and healthy sleep environment for children.

The provider had provided details to the Care Inspectorate to evidence how they will meet the minimum space standards for children under the age of two, as outlined in the Space to Grow Design guidance for early learning and childcare and out of school care settings. The management team had offered assurances that room measurements and space allocations for children aged under the age of two years will be adhered to at all times.

A commitment to ensuring the environment was safe and suitable to meet the needs of children was evident through the significant improvements made.

#### Met - within timescales

### Requirement 5

By 16 January 2023, the provider must support children to reach their full potential through high quality play and learning experiences. To do this, the provider must, at a minimum ensure:

- a) Resources and learning opportunities are improved so that they offer challenge and empower children of all ages to actively experience creative play and learning.
- b) Children have cosy spaces to rest and feel secure.
- c) The outdoor area is improved to engage children in quality play experiences.

This is to comply with Regulation 4 (1) (a) (Welfare of Users) 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 (HSCS) which state that:

'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 requirement was made on 5 December 2022.**

## Action taken on previous requirement

Improvements had been made to the quality and range of play experiences and resources. The dedication and efforts of the management team and staff in enhancing the play and learning experiences were evident and the positive outcomes of their work were clear. We observed children to be happy, motivated and engaged in their play.

Improvements included the introduction of new play materials and resources and the reorganisation of spaces to create more inviting and engaging play areas. This had resulted in children's natural curiosity being stimulated as they had fun when developing their skills in understanding, thinking, investigation and problem solving.

Children had access to cosy spaces which promoted a sense of calmness, relaxation and comfort. A cosy space had been developed in the baby room that was under the stairs. However, this area was not easily accessible for staff to comfortably support children. Further improvements were needed to make cosy areas more accessible and comfortable for staff to promote positive interactions with children in the space.

Significant improvements have been made to the gardens, which had resulted in a positive impact on outdoor experiences. Children were observed to be having fun and engaging with the well-resourced areas. Staff demonstrated enthusiasm and shared with us their future plans and ideas for the garden. For example a music wall, water wall and fairy garden. These improvements provided an enhanced outdoor environment and we saw that children were more engaged, excited and motivated in their play.

## Met - within timescales

### Requirement 6

By 16 January 2023, the provider must put effective quality assurance systems in place to ensure children receive high-quality care and support

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

- a) An action plan is developed with clear priorities focussed on outcomes for children and implemented to provide a clear and robust plan for how the service will improve.
- b) A clear and manageable system for self-evaluation, auditing and monitoring is implemented for all areas of the service. Systems are aligned to best practice guidance to support the manager and staff to drive forward and sustain improvements.
- c) Staff are fully involved in the quality assurance process to ensure they feel valued and respected.
- d) Children and their families are meaningfully involved and can influence positive change in the service through trusting relationships with managers on all levels.

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

This is to ensure care and support is consistent with the Health and Social Care Standards, which state:



'As a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems' (HSCS 4.19).

**This requirement was made on 5 December 2022.**

#### Action taken on previous requirement

Improvements were evident since the manager returned to the setting. Staff morale had improved and children benefited from staff who understood their individual needs. This was evident in our observations of children at play and the positive feedback received from staff. However, the management team understood that improvements were at an early stage and further developments were required to ensure improved practice was sustained. The management team recognised it was an ongoing process, and that maintaining high standards required constant attention and effort. To achieve this, they had implemented a number of strategies, including ongoing monitoring and evaluation, regular staff training and development, a commitment to open communication with parents, and a culture of accountability and shared responsibility. By working together and staying focused on the action plan priorities, the setting was better placed to continue improving and providing good outcomes for children.

#### Met - within timescales

### Requirement 7

By 9 December 2022 the provider must ensure staff are trained, competent and skilled. This is to ensure positive outcomes for children.

To do this, the provider must, as a minimum:

- a) Review the induction process to ensure it is tailored to the learning and development needs of the individual staff members.
- b) Provide good role models and put in place an effective mentoring system for the development of positive and nurturing relationships.
- c) Put in place a training plan that will assist staff to implement positive changes using early learning and childcare theory, guidance and training.

This is to comply with Regulation 15 (a)(b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) 3, 4 (1)(a) and 15(b).

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) 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 7 October 2022.**

#### Action taken on previous requirement

The management team had reviewed and improved the induction process. New staff were now able to receive a more comprehensive and effective introduction to the setting's policies, procedures and practices. This had led to improved confidence among new staff as they had a clearer understanding of their roles, responsibilities and expectations. The positive outcomes of this approach included improved team morale, better communication and a better quality of care, support and learning for children.

Through the leadership of the management team, staff had undergone a significant transformation in their approach to working with children. Staff were now beginning to show increased confidence and knowledge

of early learning and childcare theory and best practice. The result of this was a more supportive, responsive, and child-centred environment where children were seen to have fun in their care, play and learning. Staff confidence and ability to engage in professional discussions with the inspectors demonstrated a better understanding of their role as well as a commitment to continuous improvement. This helped create a greater sense of pride and accomplishment among the staff team.

The manager had oversight of staff practice and had put in place a training plan to assist staff in implementing positive changes. As a result, the setting had made significant improvements. Training plans included a number of courses and the manager was aware of the need to constantly review plans to ensure they were achievable for all staff.

## Met - within timescales

### Requirement 8

By 16 January 2023, the provider must ensure staff are effectively deployed to support positive outcomes for children.

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

- a) Plan staff rotas to support the needs of individual children.
- b) Ensure systems are in place to support staff absence to ensure the needs of individual children are met.

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).

**This requirement was made on 5 December 2022.**

### Action taken on previous requirement

The management team demonstrated a commitment to effectively deploying staff to support positive outcomes for children, which was critical to providing high-quality care, play and learning. To achieve this, the manager had implemented several measures, including planning staff rotas to support the needs of individual children and ensuring systems were in place to support staff absence.

## 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 support children to have positive food and mealtime experiences the provider, manager and staff should review their approach to mealtimes.

In doing so, at a minimum, consideration should be given to:

- Providing opportunities for children to develop everyday skills around food preparation, setting the table and safety.
- Staff sit with children so they can be responsive to their needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

**This area for improvement was made on 7 October 2022.**

#### Action taken since then

Children were beginning to become more involved in the planning and preparation of meals and snacks. We observed children and staff enjoying sitting together in an unhurried, supportive and relaxed atmosphere that ensured a caring and positive social experience. This area for improvement had been met.

#### Previous area for improvement 2

To support children's play, learning and development, the provider and manager should enable staff to develop and improve their practice to provide better outcomes for children. In doing so, at a minimum, consideration should be given to:

- Increasing staff skills and knowledge in how children learn and an understanding of child development.
- Supporting staff to implement a child-centred approach to observation, planning and assessment of children's learning through play.
- Ensuring parents are included, informed and communicated with about their child's learning.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

**This area for improvement was made on 7 October 2022.**

#### Action taken since then

Staff showed a growing understanding of children's play, learning and development and had made significant progress in increasing their skills and knowledge in child development and how children learn. As a result, we observed that children were more engaged in their play and learning.

Staff shared their observation, planning and assessment of learning systems with us. They were able to show us how they took account of children's needs and interests. Staff displayed an understanding of child-centred approaches and we could see children were becoming more involved in the planning and assessment of their own learning experiences. This was leading to children's increased motivation and a greater sense of ownership and responsibility for their own learning. Children were keen to share their personal floor books and learning plans with us.

The manager and staff had taken positive steps to involve parents in their child's care, support and learning by keeping them informed through newsletters, informal chat and online messages. This had resulted in parents being better able to support their child's learning at home and was leading towards improved outcomes for the children. This area for improvement had been met.

### Previous area for improvement 3

To allow relationships and trust to be built between staff, parents and children, the provider should ensure that families are kept informed and introduced to any new staff. This will help parents and children feel more at ease with any staffing changes.

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

**This area for improvement was made on 7 October 2022.**

### Action taken since then

Regular online newsletter and updates kept parents informed of any staff changes. New staff confirmed that they had been introduced to parents and families. This area for improvement had been met.

## Complaints

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