

# Tots & Teens @ Musselburgh Grammar School

## Day Care of Children

86 Inveresk Road  
Musselburgh  
East Lothian  
EH21 7BA

Telephone: 07801891237

**Type of inspection:**  
Unannounced

**Completed on:**  
28 April 2023

**Service provided by:**  
East Lothian Council

**Service provider number:**  
SP2003002600

**Service no:**  
CS2021000169

## About the service

Tots & Teens @ Musselburgh Grammar School, referred to as the nursery in this report, is registered with the Care Inspectorate to provide a care service to a maximum of 15 children aged between two years and those not yet attending primary school at any one time.

The service is provided by East Lothian Council and operates Monday, Tuesday Wednesday and Thursday from 8:45 -14:30. One of the roles of Tots & Teens was to enable young people from the Grammar School to attend the setting as part of a qualification or to gain experience with children.

The premises is part of Musselburgh Grammar School. The nursery have a playroom, toilet, nappy changing facilities and an outdoor area. The nursery is close to community resources such as the park, walks and High Street.

## About the inspection

This was an unannounced inspection which took place on 24 and 25 April 2023. 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 two children using the service and two of their family members
- received comments from five parents
- spoke with the member of staff and the manager
- observed staff practice and daily experiences for children
- reviewed documents.

## Key messages

- Each child experienced warm, nurturing care and support.
- Children were having fun and directing their own play and learning.
- Strategies for supporting each child needed to continue to be developed.
- Ways to enable free flow play between indoors and outdoors should be investigated.
- The very good self-evaluation procedures should result in a cohesive improvement plan.
- Children were supported by enthusiastic, committed, and motivated staff.

## 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?	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?

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 received care from staff who knew them and their care needs well. Interactions were responsive, warm and nurturing, which helped children to be confident around staff. Staff provided a sense of fun and good levels of engagement which had resulted in children being happy and having fun in the setting. All parents we spoke to agreed that their child was very well supported by staff in the setting.

Personal plans contained relevant information about children's individual needs and preferences. Information was in place to help with transition from home to the setting, which had supported the settling in process. Some documented strategies were in place and information was recorded about communication with parents or other professionals. These strategies needed further development and should include details on how each child is supported when in the setting.

Staff supported children's emotional wellbeing and development through their calm and consistent approach. To make children feel secure staff provided clear and consistent support for their behaviour and encouraged children to begin to identify their emotions. This helped children to understand them and start to develop some of the skills to help them manage these feelings.

There were procedures in place for the administration of medication. Staff understood when medication was necessary for one child, but more information was needed. This was to ensure that it was administered consistently. This information was gathered during our visit.

Snacks and meals provided children with opportunities for a sociable learning experience. Staff understood that mealtimes were important to children and ensured that the dining area was set out in an appealing way. They sat and ate with children during lunch and encouraged children to become independent and learn new skills. The lunchtime experience was paced to ensure that the meal was unhurried and that children ate and drank well.

Children benefitted from a day which followed a familiar pattern. This enabled them to know what was happening next and build their security through the predictability of events. We spoke to staff about the need to ensure that the group time, which indicated to children it was nearly lunch time, needed to be shorter or just available to those who wanted to take part.

### Quality Indicator 1.3 - Play and learning

Children were provided with a good range of activities to encourage their interest and enable them to build skills and have fun. Some children spent significant amounts of time completing tasks and sustaining their interest in chosen activities. Staff used their knowledge of play and child development to provide activities and extend some children's interests.

Systems for the planning of activities focussed on children's interests along with some intentional play activities. We suggested that this could be extended to include how children's schematic play was supported in the setting. Staff were about to take part in floor book training which would help them further develop this book, as evidence of what children had been learning in the setting.

Children's development was effectively tracked through the new tools provided by the local authority and observations of children at play. This information was pulled together in the Learning Journey which enabled staff to share information with parents. They were able to identify areas where children were doing well and provide more support for some areas of development. Parents commented that they liked to see the evidence of their child's development. One parent said that they had regular updates about how their child was progressing and that they could see this when their child was at home.

Children's play and learning was enhanced by daily use of the outdoor area. The outdoor space provided children with a good range of activities and resources. Children were able to develop their imagination and problem-solving skills by cooking imaginary foods at the mud kitchen or making walkways to practice their balancing.

## 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

Children had access to one playroom, toilet and nappy changing and an outdoor play area. The playroom provided a bright and well-ventilated place for children to play. Systems to ensure that the play spaces indoors and outdoors remained in good condition and safe for children to use, were in place.

Children had a warm and welcoming environment to play in. The small entrance hallway contained a range of information for parents about the setting and their local community. Staff had considered the layout of the playroom to provide children with some defined areas for their play. Staff had considered the lighting in the playroom and provided lamps and smaller lights to lessen the impact of bright overhead lights used in the setting. Full day care was provided for children and staff had carefully considered where children would sleep or rest during the session to ensure that they would be comfortable, safe and carefully monitored.

Children had access to a good range of age-appropriate resources and activities which were attractively arranged and of good quality. Space for some of the play activities was limited due to the size of the playroom. We discussed with the provider and manager the benefits of trying to facilitate free flow use of the outdoor area to enable children to choose to play indoors or outdoors. This would allow staff to move some of the resources outdoors, which would provide larger play areas indoors. For example, there was a well-resourced wooden brick area but there was limited space for children to make large or more complicated structures.

Children were supported well by staff to form healthy habits. Handwashing was well supported and carried out at appropriate times during the day. Good habits were re-enforced around going to the toilet. Staff made the toothbrushing exercise short and fun and healthy eating habits were encouraged during meals and snacks.

The outdoor area was surrounded by a wall. The wall height was approved during the Care Inspectorate registration procedures but we have asked the provider to consider ways in which to heighten part of the wall which runs along the walkway to the main school door. During our visit staff acted quickly to remind a group of Grammar School pupils, who were shouting and play fighting, that there were young children present who could be frightened by their actions. Screening or a higher piece of wall would provide a buffer and further protect children.

## How good is our leadership?

**5 - Very Good**

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

### Quality Indicator 3.1 - Quality assurance and improvement are led well

Children benefitted from a staff team who created a happy and welcoming atmosphere. They had a shared vision to promote a positive place for children to play and learn. The positive ethos meant staff were proactive in taking shared responsibility for improvement and change.

Families told us about the trusting relationships they and their children had with staff. They received regular information about the setting and their child's day. Parents had been included in some evaluations of the service and were invited to take part in stay and play sessions. One parent commented that 'It's lovely to be part of nursery life'. Children's needs were held at the heart of the setting. The planning for activities took clear account of children's wishes and interests. Throughout our visits staff consulted meaningfully with children about their decisions and choices to show children that they were listened to and respected.

The manager and staff member discussed self-evaluation regularly and used several tools to assess how they were performing in certain areas. A lot of work had been carried out to evaluate areas of the service and those assessments now needed to be brought together to form a cohesive action plan for improvement. This would enable them to focus on some aspects and share their improvement plan with parents.

A quality assurance calendar was effectively used to ensure that areas of monitoring and auditing took place regularly. This resulted in a well organised and safe place for children.

One of the roles of Tots & Teens was to enable young people from the Grammar School to attend the setting as part of a qualification or to gain experience with children. Pupils were given good induction to ensure that they knew their roles and responsibilities. When they left, they completed a reflective document to enable the manager and staff to provide appropriate support for other pupils coming in as part of their course work.

**How good is our staff team?****5 - Very Good**

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

**Quality Indicator 4.3 - Staff deployment**

Children were supported by enthusiastic, committed, and motivated staff. Positive attachments between staff and children had been formed. Parents commented that they felt staff were 'approachable' and 'very good at communicating'. This helped parents to build relationships with staff and build a shared approach to supporting each child.

Children were cared for in a calm environment where staff worked very well together. There was a clear plan for each session so that staff were prepared for the day. Tasks were clearly delegated and communication between the manager and member of staff was effective in making sure that children received good quality interactions at all times.

On the days of our visit there were school pupils who were attending the service for the first time. They were not included in the adult: child ratio but as their experience in the setting grew, they would be given tasks such as setting up for lunch or helping to monitor and support play. Effective links had been made with school staff to enhance children's experiences. For example, the kitchen and dining staff had provided additional services at Christmas and some use had been made of school staff and facilities for active play.

The manager and staff members had a very good understanding of child development. They had identified children's needs very quickly and worked with other professionals and parents to provide developmental support where necessary. To enhance their skills and knowledge, staff were proactive about further training and reading. They had used a number of good practice documents effectively to develop the experiences for children.

At the end of each session staff had a de-brief discussion. There were some opportunities to have a fuller meeting to discuss self-evaluation and reflect on their practice. To share practice across the wider organisation staff had opportunities to meet with colleagues from other Tots & Teens settings to share practice and ideas.

**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?	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



## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.