

Cosy Cottage Nursery School Day Care of Children

59 Northfield Broadway
Edinburgh
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Telephone: 01312 856 855

Type of inspection:
Unannounced

Completed on:
7 August 2023

Service provided by:
Cosy Cottage Nursery School Limited

Service provider number:
SP2013984479

Service no:
CS2013314940

About the service

Cosy Cottage Nursery School is registered to provide a care service to a maximum of 34 children not yet attending primary school at any one time. No more than 10 can be under the age of two years.

Situated in the east side of Edinburgh, the premises comprises of a main building with two playrooms and a cabin which accommodates children aged three to five. Secure gardens are available for all children. Local amenities and street parking are available close by.

About the inspection

This was an unannounced inspection carried out on Thursday 03 August 2023 between 09:20 and 15:20. We returned for a second day on Monday 07 August 2023 between 10:00 and 14:10. One inspector from the Care Inspectorate carried out this inspection.

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

In making our evaluations of the service we:

- spoke with children using the service and received feedback from three parents
- spoke with staff and management
- observed practice and daily routines
- reviewed documents relating to children's care and the management of the service.

We gave feedback to the manager and provider at the end of the second day.

Key messages

Children's wellbeing benefitted from responsive routines, warm interactions and familiar relationships.

The service effectively planned for children's individual needs and monitored their progress, resulting in individualised care and learning.

General maintenance and infection prevention and control measures could be enhanced to further reduce the risk of infection spread.

Staff worked together to ensure children's independence, wellbeing and choices were respected.

A culture of continuous improvement led to a positive service for children, parents and staff to be in.

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?	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?

5 - Very Good

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

Quality indicator 1.1: Nurturing care and support

Children were nurtured and supported throughout their daily experience by attentive staff. They were loved and nurtured as their individual needs and wishes were noticed and responded to sensitively and respectfully. This resulted in happy and settled children who were confident and curious. A parent said, "Kind and nurturing staff always caring towards my child. Always know them personally. Very welcoming and approachable. Have never felt apprehensive about leaving my child even as a young baby".

Daily routines were calm, organised and respectful of children's choices. For example, children were invited to join in when ready so their play was not disrupted. Mealtimes were positive learning experiences where children practiced social and self-care skills such as self serving and clearing up. Sleep times were safe and comforting as children's individual need for sleep were respected. For example, comforters were positioned to welcome children to their sleep mats. Children were familiar and confident in the routines which offered security and continuity of care.

Children's individual wellbeing benefited from the effective use of personal planning. Current information was used to plan for needs, reflecting the care children received. Parents were involved in this planning to ensure children's care was consistent between home and the service. For example, parents had opportunities to speak with the keyworker daily and more formally every six months to share the child's achievements and plan for learning. Staff worked alongside other agencies such as speech and language therapists to help children reach their full potential and flourish.

Children's health needs were met safely as medication was stored, recorded and reviewed with parents according to best practice. Staff were knowledgeable about health needs which meant that children would get what they needed quickly to be safe and healthy.

Quality indicator 1.3: Play and learning

Children had fun as they experienced quality play, learning and development opportunities. They were happy, relaxed and confident in their play. Children explored, created, discovered and experimented using the space and resources available to them. Examples of this were toddlers baking in the sandpit, discussing their ingredients; and the preschool children creating a train using crates and going on a journey. Children's natural curiosity was encouraged to aid their learning. This allowed children to move at their own pace with their own interests. For example, when a child found the art supply box, staff used the opportunity to support their learning.

Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff. Asking effective questions, providing other resources and offering suggestions enabled children to develop their thinking skills, promoting decision making and problem solving. This should continue to develop throughout the team as staff model good practice and reflect with each other.

Children were listened to, with their ideas and interests extending into learning opportunities.

Using observations of learning, staff were able to monitor children's progress to inform future planning. Learning and achievements were also shared with parents through online journals. This kept parents informed and enabled children to use new knowledge and practice new skills between home and nursery.

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 quality facilities

Children were cared for in a well furnished, comfortable, calm and homely setting. Their art work and photographs were attractively displayed. Spaces were organised so children could find what they were looking for and store their belongings. They had areas to rest, be active and extend out in their play. The attention to detail gave a strong message that children were valued and celebrated.

The setting's indoor and outdoor environments were developmentally appropriate spaces. Play rooms were small but set out effectively to maximise a wide range of experiences and opportunities. For example, core resources such as water, sand and dough were available for all age groups. Children's literacy and numeracy development was supported throughout the setting through singing, chatting, discussions, signs, instructions and labels. Children's contributions to these gave a sense of ownership and pride. A child told us what they like to do at the service, "I like to play outside with all the different toys. I like to play in the playhouse and the mud kitchen making soup. I like the water trays and getting to play with the sea creatures. I like the sandpit and we get to dig for things."

Open-ended resources and real items were on offer for endless, real life experiences. For example, home items for role play. The service should continue to build on these resources, particularly for the babies and toddlers. This would continue to enhance their play opportunities.

Outdoor space was well developed for the children. They had opportunities to engage with natural spaces, create and construct or be physically active. Learning experiences flowed from indoors to the garden which supported choice. The service understood the need for continuous development in response to children's interests to ensure they are intrigued and inspired by their play spaces. Outdoors spaces could be used more regularly throughout the day for babies and toddlers. This would support their play experiences during times where indoor space is restricted, such as sleep time.

The setting and equipment were safe and secure for children to use. Staff were aware of children's movements which enabled independence whilst contributing to safety.

Infection prevention and control measures were in place such as some handwashing, however these could be enhanced to further reduce the risk of infection spread. For example, handwashing for babies should always use soap and water, rather than baby wipes. Laundry for the service was being done within the nappy changing room. This heightens the risk of contamination of clean laundry. The service was aware of this and was considering alternative arrangements.

Some areas of the setting would benefit from being continually maintained such as the cleaning of skirting boards, walls in high traffic areas and rugs. This is to ensure children receive a consistently welcoming environment.

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, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvements are well led

A shared vision, values, aims and objectives positively informed practice. The joyful atmosphere reflected how staff felt about their work. Their commitment to the families they work with brought pride and an enthusiasm to improve. A positive ethos was firmly demonstrated by the individual support both children and staff received.

Children and families were meaningfully involved and influenced change within the setting. Involvement happened in a variety of ways, offering multiple opportunities at different times. For example, daily discussions and decision-making took place with children; and parents gave feedback and ideas for menu planning. The service demonstrated how parents and children were listened to, with their involvement often leading to change and improvements. This meant that parents and children contributions were valued.

Quality assurance, including self-evaluation and improvement plans, were in place and leading to continuous improvement. A newly formed improvement plan reflected what children, parents and staff wanted from the service. It showed the planned improvements, the reason for the plans and the progress made. The priorities highlighted that management knew the service well and were working to improve outcomes for everyone involved.

A range of quality assurance processes were in place to enable reflection on the service and planning for improvements. They were used to highlight strengths as well as areas for development. For example, the tracking of next steps in children's learning. This was empowering for staff and focused them on making improvements. The service should further enhance the quality assurance of general maintenance as well as the use of infection prevention and control measures. This would contribute to the health and wellbeing of children and staff.

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, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

Deployment and levels of staff were effective in ensuring high quality outcomes for children. Each room had a good mix of staff skills, knowledge and experience which benefited children. This allowed staff to learn from each other and share ideas in a collective approach to planning for children's care and learning. Each room also had enough staff to meet the needs of children in their care. Management provided essential cover during staff breaks to contribute to children's consistent care. This also helped staff to refresh their energy throughout the day.

Staff were flexible and supported each other to work as a team to benefit children. They were aware of children's movements and positioned themselves to support their independence and choice. For example, if some children wanted to be inside, a staff member would accompany them. Staff communicated with each other to ensure they knew where each other were. This allowed staff to cover any gaps caused by absences. Staff delegated, guided and supported each other to flourish.

A parent said, "The team are happy and excited to nurture my little people. It is so nice to be able to drop off the kids and not feel worried about the level of care or attention they are receiving! I fully trust the team. Everyone puts so much effort into making sure all the kids have a wide range of activities to do and they keep it fresh and have new ideas every week. The level of effort from the team is absolutely amazing."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at 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?	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

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