

# Care service inspection report

Full inspection

## Doune Terrace Nursery Day Care of Children

9c Doune Terrace  
Edinburgh



HAPPY TO TRANSLATE

Service provided by: Early Days Nursery Ltd

Service provider number: SP2003002857

Care service number: CS2003046430

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and 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.

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## Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

Quality of care and support	6	Excellent
Quality of environment	5	Very Good
Quality of staffing	6	Excellent
Quality of management and leadership	6	Excellent

### What the service does well

Doune Terrace Nursery provided excellent opportunities for parents and children to be involved in the life and continuous improvement of the nursery.

All children were provided with excellent opportunities to build relationships with staff and each other.

Opportunities for staff to continue their professional development to better meet positive outcomes for children were excellent.

### What the service could do better

We asked the manager to remind staff about some infection control procedures. The nursery was about to be re-decorated to further improve the very good environment.

### What the service has done since the last inspection

Since the last inspection, which was a shared inspection with Education Scotland, the nursery managers and staff had improved their planning for learning experiences to ensure it was responsive and identified the progress which children were making. Training to support staff in making observations

of children and sharing these observations with parents through the e-journal system had taken place.

### **Conclusion**

Children at Doune Terrace Nursery were receiving quality care from staff who knew them well and were proactive about meeting those children's individual needs.

The evaluation of the service included children, parents and staff and resulted in continuous improvements.

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com). This service was previously registered with the Care Commission and transferred registration to the Care Inspectorate on 01 April 2012.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Doune Terrace Nursery is one of four nurseries provided by Early Days Ltd. The nursery is registered with the Care Inspectorate to provide a service to a maximum of:

25 children aged birth - under two years

40 children aged two - not yet attending primary school.

Other conditions applying to the service are that the service may operate from 8.00am - 6.00pm Monday - Friday and that each session will be supervised by a minimum of two adults. At all times the children cared for will be subject to the following ratios:

birth - two years one adult - three children

two - three years one adult - five children

three - five years one adult - eight children.

The nursery is located in the garden flat level and basement level of a Georgian town house in the Stockbridge area of Edinburgh. Children have designated playrooms that are appropriate to their age and stage of development. These are a Baby room, Tweenie room, Toddler room and Pre-school room. There was an additional sensory room that was used by all age groups. An enclosed garden is at the front of the nursery.

The nursery is in partnership with the City of Edinburgh Council for the provision of preschool education of children aged three - five years.

Aims and objectives for the nursery were in place and included:

- To develop the self-esteem of each child in our care.
- Ensure a safe, carefully planned environment for the children to play.
- To provide learning opportunities appropriate to children's individual needs which take account of national guidelines.
- To foster and develop an awareness of and appreciation of other races and Religions.
- To cater for the development of the whole child, cognitive, emotional, moral, physical and social.
- Through personal and professional development we aim to extend our knowledge and skills within the framework of an effective team.
- To work in partnership with parents.

### Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

### Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or

orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of care and support - Grade 6 - Excellent**

**Quality of environment - Grade 5 - Very Good**

**Quality of staffing - Grade 6 - Excellent**

**Quality of management and leadership - Grade 6 - Excellent**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

We completed this report following an unannounced inspection on Friday 29 August 2105. Feedback was given to the general manager and assistant director on the day of inspection. The inspection was carried out by an inspector from the Care Inspectorate.

In this inspection we looked at Quality Statements:

- 1.1 Service user and carer participation.
- 1.2 Individual choices and support to achieve potential.
- 2.2 Environment is safe and service users protected.
- 2.5 Accommodation and resources are suitable for the needs of service users.
- 3.3 Professional, trained and motivated workforce.
- 3.4 We ensure that everyone working in the service has an ethos of respect towards service users and each other.
- 4.2 Workforce involved in determining the future objectives of the service.
- 4.4 Quality assurance systems and processes involving service users, carers, staff and stakeholders.

We chose these statements to give us a good overview of the service provided to parents and children.

As requested by us the service sent us a completed annual return. The self-assessment form was also completed prior to the inspection.

We issued 30 care standard questionnaires to families using the service. Twenty three parents using the service returned the questionnaire. We spoke to three parents by phone and e-mailed two parents who gave us contact details.

In this inspection we gathered evidence from various sources, including the following:

We spoke with:

- The general manager and assistant director of the company.
- The named manager of the nursery
- Staff present on the day of our visit.
- Children
- Parents.

We looked at:

- Some relevant policies and procedures referring to safety, staffing and professional development.
- Information collected to make up a child's personal plan.
- Children's learning development folders.
- Risk assessment procedures.
- Recruitment procedures.
- Evidence of self evaluation, auditing and monitoring.
- How staff worked with children and communicated with parents and carers.
- We examined the suitability of resources available to children and the suitability of the environment.

### **Grading the service against quality themes and statements**

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

## Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firescotland.gov.uk](http://www.firescotland.gov.uk)

## The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The Care Inspectorate received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the information they gave us for each statement that we grade them under.

## Taking the views of people using the care service into account

During our day in the nursery we spoke to several children. We did not ask them formal questions but they chatted to us about being at nursery.

Comments are included in this report. Additional comments included:

'Did you go to school when you were little? I'm going to school soon, but I'll miss \*\*\*.'

'It's good to have friends.'

Younger children were relaxed and confident with staff and appeared to be having a very positive experience at nursery.

## Taking carers' views into account

We issued 30 care standard questionnaires prior to our inspection. Twenty Three parents returned the questionnaire prior to our inspection. Comments have been used throughout this report. Additional comments included:

'I am very happy with the nursery, the staff are keen and caring and facilitate a

huge range of activities. The senior members of staff inspire confidence and are clearly passionate about what they do and are both receptive to parent feedback and communicate their intentions well. I would highly recommend Doune Terrace to any parent and feel that my child has received excellent care.'

'I've always been very happy with the service and my child is coming on tremendously since starting there. No complaints!'

'Doune Terrace is a fantastic nursery with warm and friendly staff. My child loves coming into nursery because the staff are so loving and kind and lots of fun. There are always such great activities going on in the babyroom as well as walks in the parks and gardens around. I get great support from staff and management and always receive wonderful feedback about how my son's day has been. He has come on in leaps and bounds since starting at Doune Terrace.'

'Our child thoroughly enjoys going to nursery, is looked after well by staff and management and most importantly for us - loves playing and learning with other children in a safe and stimulating environment. '

'We are delighted with Doune Terrace Nursery. The care provided to our son is excellent. The staff are very kind and seem to care about the children. The nursery offer a wide range of activities and make great use of outdoor spaces. The extra activities planned for children are first rate - such as the science festival and theatre trips. We sing the praises constantly!'

'My answers are with regard to my second child to have joined this amazing nursery. It is a business but children, parents and siblings and staff are at the heart. This is clear in all aspects of daily activities, from the resident chef who helped us with fussy eating and constipation!!! To the yoga, swimming, reading, taking selfies - it's all helping to be a full time working mum and dad.'

'The nursery is managed in an approachable and imaginative way so I feel comfortable raising any issues if required. The children are always being given the opportunity to try new activities and learning experiences. The latter are provided within and out with the nursery so the children are out and about. Doune Terrace has given my child a good start in childcare/education that I am already planning to send my next child there.'

## 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

#### Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

#### Service Strengths

The nursery provided parents and children with excellent opportunities to participate in assessing and improving the quality of care and support provided by the nursery. We assessed this through:

- Looking at the website.
- Policies which referred to working with parents.
- Information for parents and carers.
- Parent forum minutes.
- Comments from parents.
- Opportunities for parents to give views and comments.
- Opportunities for children to give opinions and views.
- Opportunities for children to be involved in decision making.

The range of information available for parents about company and the day to day life of their child's nursery enabled parents to have a good understanding of the ethos of the company and opportunities for them to be involved in the life of the nursery. For example the newly developed website included information about the parent company but also a section on Doune Terrace for more specific information. There was a parent zone for secure information to be shared and access to online policies and procedures.

The managers of the nursery continued to use the parent forum effectively. The names of the forum members were displayed where all parents could see them and minutes of meetings were displayed. The parent forum contributed to a number of discussion topics for example discussing the priority areas for the Standards Quality Improvement Plan for the local authority, organising the next parent social or fundraising event and giving views on new policies or procedures.

Parents told us that they were kept well informed about nursery life and asked for feedback. Comments included:

- 'The senior members of staff inspire confidence and are clearly passionate about what they do and are both receptive to parent feedback and communicate their intentions well.'
- 'The nursery is managed in an approachable and imaginative way so I feel comfortable raising any issues if required.'
- 'Managers are good at asking for feedback and there are clear indications that they actually listen to that feedback.'
- 'It is a business and it's clear they want it to be influenced by those that use it.'

The nursery managers had used surveys and questionnaires. We found that these had specific purposes to help the nursery identify improvements. In order to feedback to parents a 'You said, we did' system had been developed. This had what the suggested area for improvement was and what the nursery had done to address this. One parent commented: 'If we are asked to help assess an area of the nursery we always know why they want to know and get information on what they (nursery) are going to do as a result.'

There were a number of opportunities for parents to be involved in helping in nursery, social events or fundraising. For example parents helped to develop the garden area, nursery held graduations for older children, Christmas parties and BBQ's.

The manager was very visible to parents and children. She produced regular newsletters for parents and had a system for e-mailing information and updates. There was also an opportunity for new parents using the nursery to

meet the manager for a chat once they had settled into the service. This enabled the manager to give parents any additional information they might need and assess how the placement was going.

The nursery provided a high level of responsive care and children were consulted with at many levels. Older children had opportunities to influence their day by making choices about the layout of the room, reflecting on activities they had been involved in, choosing activities and helping with the planning of future activities.

Older children had taken part in evaluations to assess what their likes and dislikes in nursery were. This had been used to tailor activities or assess some of the more specialist activities such as forest schools or music sessions.

Younger children influenced the pace of the day through their care needs. Staff who worked with the younger children knew them well and used their knowledge to continually look at the individual opportunities provided for that child.

### **Areas for improvement**

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

### **Grade**

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

### **Statement 2**

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

## Service Strengths

The nursery provided an excellent service to enable children to make individual choices and ensure that they were supported to reach their potential. We assessed this through looking at:

- Looking at information used to make up personal plans.
- The keyworker role
- Transitions between rooms
- The way staff worked with children to promote positive outcomes
- How staff supported children's learning.

Each child had information which made up their personal plan. Registration information combined with 'All about me' information and e-journals were used to make sure staff had information to help them meet children's care and support needs. Information was updated in accordance with legislation and when changes to the child's care routine or medical requirements changed. Parents we spoke to confirmed that they felt staff knew their children well. One parent commented:

'Staff have been active in finding out about my child. They check things out with my wife and I to make sure that they have a full picture of him and his needs.'

Information from parents was used to inform the settling in procedure. There was an effective understanding of how to settle new children and children who were moving between playrooms. Account had been taken of the need to make children's experiences of leaving their parents or being in group care for the first time a positive one. Settling in and transitions to new playrooms were planned and well organised which made the experience a more positive one for children and parents. One parent said:

'The staff at Doune Terrace have been brilliant in helping my one year old settle in - they have quickly formed great and trusting relationships with the nursery nurses. They have created a friendly, warm and caring environment with lots of activities for the babies.'

In all playrooms children had a keyworker. Staff were clear of their keyworker role and how this was used to support children and communicate with parents. Parents told us that although their child had a keyworker they could ask any member of staff, from their child's room, about their child as all staff had an

awareness and understanding of their child and their individual needs. To support communication there was a short daily note for younger children and information on wipe boards throughout the nursery. A parent told us: 'I get great support from staff and management and always receive wonderful feedback about how my son's day has been.'

Throughout the nursery there was reference to the safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI) wellbeing outcomes which had been developed as part of Getting it Right for Every Child. Staff spoke confidently about the difference between the legislative framework of GIRFEC and the use of the SHANARRI outcomes which were their day to day focus for the work they did with children. Staff said:

- 'I've found the wellbeing wheel really useful when think about what we are trying to provide for children.'

- 'We have had information sessions and training on how we can use the SHANARRI indicators. Building the Ambition also talks about them so it's all linked.'

Senior staff had a comprehensive working knowledge of GIRFEC and were proactive in identifying where a child may need additional support. Staff had worked with health visitors and other childcare professionals. They had experience of taking on a role in the co-ordination and developed strategies with parents and other professionals to support children and work towards positive outcomes for that child.

The provider had appointed a member of staff to co-ordinate the approach to GIRFEC and additional support needs (ASN) throughout all the Early Days Ltd Nurseries. This ensured that there was expertise and a consistent approach for children who may need additional support. The co-ordinator was about to complete a post graduate certificate in collaborative learning in education and therapy to support her role in the organisation.

Interactions between staff and children were excellent in promoting confidence, having fun and being inquisitive. Staff worked in ways that made children feel secure in the knowledge that their contributions would be valued and respected. For example staff involved children by listening to them and discussing questions with them, this was part of everyday practice and used

throughout the nursery. This helped towards increasing children's confidence and to participate in their learning through:

- Group time.
- One to one time with staff.
- Mind mapping through 'talking, thinking' books to give their thoughts and ideas when planning activities.
- Regularly looking at and contributing to their personal learning journal.

We saw children helping each other and observed that staff encouraged children to form friendships and take account of each other's views. A behaviour management policy was in place and staff were skilled in this area. Behaviour was managed gently but with firmness and in a consistent manner by staff who had realistic expectations of children. Children were familiar with nursery rules and could follow them easily. Information was available for parents regarding the behaviour management procedure and how staff would carry this out.

Relationships between all age groups were encouraged. All children frequently played outdoor with each other. Older children visited the baby room, especially if they had siblings there. One child said:

- 'I like going to see the little babies. We had lunch in the baby room and we got to help!'

One parent commented:

- 'There is such a family feel. When I come to collect my child I'm frequently told by the older children where he is and what he's been up to.'

Opportunities for children to develop a sense of independence and become confident individuals were given to all children. Older children were encouraged to persevere at tasks, dress and undress, access toilets and be responsible for setting and clearing their lunch dishes. Younger children had similar opportunities and there were examples where staff supported those who were not as confident in the group to make contributions which were celebrated and increased self-esteem.

Staff were using pre-birth to three and the curriculum for excellence to plan and record children's learning. Staff explained planning methods to us and we could see that it was responsive to children's ideas or learning needs. For

example where young children were developing skills staff had planned activities to support this development. For older children we could see the progress made to investigate a child's interest. The nursery managers and staff had worked effectively to consolidate the planning methods to make sure that they were effective and understood by staff.

All parents who responded to the care standard questionnaire strongly agreed with the statement: 'Staff regularly assess my child's learning and development with me and where appropriate my child.' We looked at the e-journals which staff used to track children's development. The ones we looked at had a very good range of observations in them and evidence of parents making comments and being involved in sharing information about their child with staff. Observations evidenced children's progress. Staff were continuing to keep 'floor books' to engage children in identifying what they wanted to learn and as a way to reflect on their learning.

Meals and snacks were provided by the nursery. Meals were cooked on the premises. The cook used the good practice guide issued by the NHS 'Setting the Table' to develop the menu which children and parents had been consulted on. The menu was displayed for parents. Children told us:

- 'I love lunch. Do you like lunch?'
- 'We get nice food.'
- 'I don't like peas but \*\*\* likes peas. I like sweetcorn instead.'

Parents said:

- 'My child has been a fussy eater and staff worked hard to encourage her to try new things by involving older children at meal times to help to feed her. If she refuses food they will offer her a sandwich etc. Very impressed with their efforts.'
- 'I like the fact they have a cooked lunch and that table manners are encouraged by staff, that might seem a bit old fashioned but I think socially it's really important.'

We sat with older children during the lunch period. It was a very sociable time and staff supported children well. Children were encouraged to eat and where second helpings of the main course were requested these were provided. During the lunch period there were many opportunities for children to develop

independence and make choices. For example serving their own lunch and drinks and choosing how much to have or what to have.

Throughout the nursery children were offered plenty of water, to make sure they were hydrated, throughout the day especially when outdoors playing.

Parents we spoke to and who responded to the care standard questionnaire made a number of comments about the care and support their child received in the nursery both from staff and from the experiences offered to their child.

Comments included:

- 'They (staff) seem to genuinely care for children and are interested in them (children) as individuals they are. It's been a wonderful place for both my children.'
- 'The level of service is excellent and there is a great level of care, support and encouragement given to the children.'
- 'My child has been at Doune Terrace since they were eight months old and has moved through all the rooms. They have developed into a confident, sociable and caring child and much of that development has been thanks to her positive experience at Doune Terrace and the care provided by staff. The children are always being given the opportunity to try new activities and learning experiences. The latter are provided within and out with the nursery so the children are out and about. Doune Terrace has given my child a good start in childcare/education that I am already planning to send my next child there.'
- 'Both my children have been at Doune Terrace. The level of care, attention and support that have been provided has been excellent. I am very pleased to see how happily my children interact with the staff and other children, enjoying a very wide mix of indoor/outdoor physical, educational and cultural activities.'
- 'I am extremely happy with the service we receive at Doune Terrace. The staff are fantastic and genuinely care about the physical and emotional health and wellbeing of the children in their care. I have been using the nursery for some time and my eldest is now at school but staff still ask about them and are interested in their development. My child talks fondly of their time there as the staff created such a wonderfully nurturing environment. I can't rate the nursery highly enough!'

## Areas for improvement

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

## Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 2

"We make sure that the environment is safe and service users are protected."

#### Service Strengths

The nursery provided a very good environment to ensure that children were safe and protected. We assessed this through:

- Speaking to staff.
- Infection control procedures.
- Looking at policies and procedures which referred to safety and protection.
- Looking at the environment used by children.

The nursery provided a warm and homely environment for children in a converted town house over the basement and ground floor. Younger children up to the age of two years approximately were in playrooms in the basement and older children up to the age of five years were on the ground floor.

Entry to the nursery was safe and secure and a visitor book was in place to ensure that people visiting the nursery could be tracked.

Risk assessments and safety checks were in place for significant areas in the nursery. This included the outdoor area, playrooms and toilets. These checks ensured that children could play safely. The senior staff monitored and audited the cleanliness of the playrooms and equipment. To ensure that the areas were clean and well maintained for children to use.

Staff encouraged children to take responsibility for their own safety. They did this through encouraging children to try not to spill water on the floor and tidy areas when they had finished playing in them indoors and assessing risks in their play when outdoors.

The nursery took part in a wide range of trips in the local and wider community. Children were very familiar with the routine for walking in the city and the safety aspects of this were discussed with children regularly. Children told us:

- 'This is because we are going to walk to the gardens.' - pointing to her tabard.
- 'We have to watch where we are going and not bump into to people or go near the road.'

To ensure children's safety and security a range of policies and procedures were in place. Procedures including:

- Child protection.
- Complaints.
- Administration and recording of medication.
- Recording of accidents.
- Infection control were available.

The food preparation areas had been checked by the local environmental health officers to make sure that they were suitable for food production. The cook and several staff had completed a suitable food hygiene certificate to ensure safe handling, storage and preparation of food.

Staff had carried out a comprehensive hand washing programme with children. Older children were able to talk knowledgeably about hand washing and told us:

- 'You put the soap on and rub it in before you wash your hands.'
- 'So you don't wash the soap off before it kills the germs!'
- 'Germs can make you sick!'
- 'You have to wash in between the fingers and the backs of your hands.'

Children throughout the nursery took part in a tooth brushing programme. Older children brushed their teeth after lunch. This activity was well supervised and the purpose explained to children. Children talked about brushing their teeth and why it was good to do this both at nursery and at home.

Sleeping arrangements for children were suitable for their age. Younger children slept in cradle beds with their own identified bedding for that week. Although there was a separate area for children to sleep generally because of

sleeping routines children slept in the playroom where they could be monitored more effectively. Older children had sleep mats and slept in the playroom. Staff confirmed that those who did not want to sleep were given a good range of activities to take part in while others slept. Rooms where children slept had very good ventilation to promote healthy rest.

A child protection policy was in place. The manager of the nursery was identified as the child protection co-ordinator. The policy contained all key information necessary for families and other professionals. This was underpinned by an additional policy and procedure for staff. Speaking to staff highlighted that they had very good knowledge in this area and the understood their responsibility for protecting the children in their care. We found that staff's knowledge and practice contributed to children's safety and security.

The provider was working towards having a child protection co-ordinator for Early Days Ltd. This would provide managers with more consistent advice and support in the event of a child protection concern.

### Areas for improvement

We asked the manager to highlight again to staff the infection control practice of hand washing when helping children to wipe/blow their nose.

We discussed with senior staff the need to clean or remove high chairs used for babies as harnesses needed to be replaced and need to provide appropriate disposal bins in line with the NHS document Infection Prevention and Control in Childcare Settings and the Care Inspectorate document Hand Hygiene - How to support Improvement. This had been addressed by the time of writing this report therefore we have not made a recommendation about this.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 5

“The accommodation and resources are suitable for the needs of the service users. ”

### Service Strengths

The nursery provided excellent accommodation and resources which were suitable for the needs of children. We assessed this through:

- Asking children about nursery.
- Comments from parents.
- Looking at the environment and range of resources used by children.
- Looking at opportunities for outdoor activity and use of the local community.

The nursery provided four playrooms for children:

**Baby room** - This room was situated in the basement of the nursery and provided children with a light and airy play space, sleep room, nappy changing area and dining area. There was a good range of activities for children to take part in. Sand and water play was provided throughout the day as were opportunities for painting. We could see through the planning of activities that staff provided responsive activities to follow children's interests. Babies had opportunities for outdoor play on a daily basis either in their small area which provided them with a safer play environment away from the older children or in the larger area depending on their ability.

**Tweenies** - Children moved to this room at approximately 18 months depending on their stage of development. This room was not in use on the day of our visit. However we spoke to staff and looked at planning for learning activities and the general environment. The room was well set out to provide children with daily opportunities for a range of activities such as mark making, sorting, building, role play and sensory play with water, dough or sand. Children had access to daily outdoor play in the main play area where children were supported to use the good range of equipment for climbing, balancing, sliding and building.

**Toddlers** - This room was on the first floor, children moved here when they were approximately two years old. The room was homely, bright and attractive with a good range of displays of children's work and topic information. All staff working with children under three had an effective understanding schemas,

schemas could be described as urges that children have to do things like climb, throw things and hide in small places and are the building blocks for the brain development and learning. This knowledge had been used to layout the playroom and influenced the range of activities.

Children were engaged in their play and had opportunities for a range of learning activities including mark making, role play, home play, sand, water and painting.

Staff were responsive to children's requests for additional resources and supported children in their learning well.

Staff made good use of the additional space of the sensory/music room for group games and activities.

Pre-school - This room was on the first floor and accommodated children aged between three and five years.

Children had use of one main playroom but also had use of the additional sensory/music room.

The main playroom was laid out to provide a flexible internal space which was stimulating and gave child the freedom to select equipment and materials they wished. The planning for learning experiences evidenced that a range of opportunities were provided for children to develop a wide range of skills.

On the day of our visit pre-school children had a music session with the music specialist. The activities were used to teach children counting through rhythm, listening and remembering instruction skills. Children told us:

- 'I like to make up songs and clap along.'
- 'I like the dancing.'
- 'We make up songs to play along with.'

All children in the nursery had extensive opportunities to use the local and wider area of Edinburgh. For example children went swimming weekly, all children used the local gardens and parks for additional outdoor play activities. Older children had a forest school which was very well established and run by staff who were trained in providing this activity. There were also a range of additional activities such as music, languages and drama.

The outdoor environment was used to promote health and physical activity. All children had access to outdoor play everyday. The outdoor area had been

developed to provide a range of fixed equipment which could be used flexibly by children. For example children could make dens, build from a range of materials, do woodwork or have obstacle courses on the balancing equipment.

Parents told us:

- 'I feel the quality of care my two children receive here has been outstanding. The staff are all excellent and the range of activities they provide is brilliant. The fact that they do swimming and forest schools is an added bonus.'
- 'The nursery offer a wide range of activities and make great use of outdoor spaces. The extra activities planned for children are first rate - such as the science festival and theatre trips.'
- 'My child has had a wonderful range of learning opportunities. Staff extend experiences from home which is fantastic.'

### Areas for improvement

The provider had a plan of refurbishment for the nursery. Work had begun to paint hallways and stairways. The baby room had been identified as the next area to be painted as this room although clean needed refreshed.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

### Statement 3

“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

### Service Strengths

The nursery provided an excellent workforce which was professional, trained and motivated. Staff operated in line with National Care Standards, legislation and best practice. We assessed this through:

- Speaking with staff.
- Looking at training opportunities and the training plan.
- Checking evidence of SSSC registration.
- Minutes of team meetings.

The provider had a number of policies and procedures to aid the recruitment process. The recruitment policy covered good practice and included Protection of Vulnerable Group (PVG) scheme membership, references of which one must be from the previous employer, medical information after interview and checking of qualifications and Scottish Social Service Council (SSSC) registration. The administration of these checks was carried out centrally by the provider administrator to ensure a consistent approach to recruitment

The provider employed a large number of staff across the nursery group. To ensure that the level of consistency for recruitment, training and induction could be sustained a consultant was looking at staffing processes and procedures. This would ensure that with a growing staff group consistency could be sustained.

All staff had completed their registration with the Scottish Social Services Council (SSSC), which is a body responsible for the registration and professional

development of childcare workers. Staff we spoke to were aware of their responsibility as a registered childcare worker to undertake training and follow codes of professional practice. Teachers employed in the nursery had appropriate registration with the Scottish General Teaching Council.

All staff held a childcare qualification or were working towards one. The manager was about to finish the BA in Childcare Practice and other staff in the playrooms were doing SVQIV or the BA. This provided a staff team with a very good working knowledge of current childcare and education issues.

The provider was very proactive about offering training and staffing conditions which ensured a well-qualified and motivated workforce. A staff training plan was in place and the manager had an overview of staff skills and gaps. Staff confirmed that a wide range of training opportunities had been made available to them. These included formal qualification courses, skill enhancing courses and conferences. The provider and senior management team had an expectation that staff would share information with each other if they went on a training course.

The additional ways the provider provided training and information for staff included:

- Short sessions at staff meetings to include policy and procedure quizzes.
  - Information on current or newly published childcare documents through memos and meetings on how these would be used
  - A good practice library with a number of publications to give staff ideas for extending learning and working with parents
  - Opportunities to share experiences and learning at whole staff training days.
- This sharing of experiences was used to promote a consistent approach across the group.

The manager used a number of questionnaires and methods to evaluate the quality of the service. Where areas for improvement had been identified additional training for staff had been provided to make improvements. For example it had been noted that some younger staff were not as confident at approaching and interacting with parents as their more experienced colleagues. They had been given support and tips to help promote their

confidence in this area which improved the level of communication with parents.

Staff continuity and the retention of staff within the organisation was excellent. A significant number of staff had worked for the organisation for several years and had opportunities to work in different nurseries in the group. One member of staff told us:

'All the nurseries are individual and it's good for my development to see a range of different nurseries without leaving the company.'

Staff confirmed that they received regular appraisals from the manager. Those we spoke to said that the process was helpful in encouraging them (staff) to examine their professional practice and look at what they wanted to do to develop as a childcare professional. This was carried out in addition to support and supervision meetings and the managers open door policy.

We saw during our visit and through discussion with staff and parents that the staff team were very motivated to provide a high quality service to both children and parents. Staff provided a warm, calm and fun environment for children.

Comments from parents about staff included:

- 'The staff are a great asset.'
- 'My child just adores the staff.'
- 'They seem very professional and knowledgeable.'

### Areas for improvement

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

“We ensure that everyone working in the service has an ethos of respect towards service users and each other.”

### Service Strengths

There was an excellent ethos of respect towards service users and each other in the nursery. We assessed this through:

- Speaking to managers.
- Speaking to staff.
- Looking at staff memos and meeting minutes.

The senior management team for the group had high expectations of their staff group with regard to professional development and professional practice. These expectations were clearly laid out for staff at training days and team meetings. This was carried out in a manner which celebrated their success. Where improvements were asked to be made we could see from memos and meeting minutes that this was done in a respectful and constructive manner.

Staff confirmed that they felt managers trusted them and respected their views which helped them to provide good quality care and positive outcomes for children. Staff said:

- 'The level of trust makes us invest in the nursery because it's about what 'we' provide, as well as the manager and owners.'
- 'We have a great level of support to do a really good job.'
- 'I feel the manager trusts us. We have the opportunity to offer a service which suits our children as well as the nursery.'
- 'If we want to try something new we discuss it and try it. If it doesn't work we get support to look at why it didn't work.'

Regular whole staff meetings took place in the nursery. Staff told us that these meetings were well used and not just a place to highlight the things that needed to be improved. Minutes evidence that meetings were about highlighting practice, working together to achieve a goal, providing support and open discussion. Staff said that they could add to the agenda read and approve minutes of the meetings.

There were staff policies which outlined professional conduct in place to promote respect. For example the need to value other colleagues strength and skills while valuing the contribution made by everyone. There was also reference to the need for friendliness towards parents but not necessarily friendships with parents. These boundaries helped to form respectful work place relationships.

During our visit interactions between staff and children were at all times respectful. We spoke to staff about talking to children and how they developed positive relationships with them. Staff spoke about the importance of the keyworker role in this but also the need to develop not just a physical environment but and emotional environment where the child feels nurtured, cared for and respected.

Staff talked confidently about the tension between nurturing and developing the individual in each child and the need to encourage children to respect the views or wants of others. Activities to promote discussion about emotions and feelings to help children understand other peoples feelings and become more caring towards others.

### Areas for improvement

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

### Statement 2

"We involve our workforce in determining the direction and future objectives of the service."

### Service Strengths

The nursery provided staff with excellent opportunities to determine the direction and objectives of the service. We assessed this through:

- Speaking with staff about working for the group.
- Staff consultations.
- Progression through the group.
- Continual professional development offered to meet the objectives of the service provider.

There were a range of opportunities for staff to have input into the life of the nursery. For example staff reviewed and gave input regarding policies and procedures and views were sought through the staff survey. One member of staff said:

'I feel that our views are not just asked for but taken account of.'

The opportunity to meet with all staff from the group at training days provided staff with an overview of the providers objectives for the service. Clear leadership was provided both in the nursery and throughout the group to make sure that staff were aware of the group objectives.

Staff confirmed that there were opportunities for staff to progress to management roles within the nursery. There had opportunities to become room leaders, deputy managers or managers within the group. Staff said that this encouraged them to stay with the company and work towards that progression. Staff were supported with additional training in these roles for

example room leader training and using the SSSC modules Stepping into Leadership.

Some staff had been given specific roles or responsibilities in the nursery. For example forest school co-ordinator or helping develop the website. There were also smaller daily roles and staff said that these responsibilities made them invest more in the nursery and the quality provided.

There were four nurseries in the group. Staff said they enjoyed being part of a larger group but were proud of their nursery as they felt that they could influence its ethos and individuality through the opportunities to give views and feedback. We spoke to the general manager and assistant director about this and they confirmed that they did not wish for there to be a uniform approach in all the nurseries. They wanted all parents to know all nurseries in the group could provide positive outcomes for their children but that they could choose from a range of different environments and staff skills, which gave a different feel to each nursery.

### Areas for improvement

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 4

“We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.”

### Service Strengths

The nursery had excellent quality assurance systems and processes in place. We assessed this through:

- The auditing work carried out by the manager.
- Talking to staff.
- Talking to parents.
- Improvement plans.

It was apparent from our discussions with senior managers that they had a clear understanding of the strengths and areas for development in the nursery and had a clear vision of where they wanted and expected the nursery to be in the future. These expectations had been shared with staff and staff confirmed that they were part of the assessment and evaluation processes carried out in the nursery.

Systems and processes were in place to make sure there was a systematic approach to evaluation, reflection and assessment of quality. This included:

- Annual self-evaluation and monitoring calendar.
- Sampling parent views.
- Sampling children's views.
- Review of policies.
- Use of Child at the Centre, Building the Ambition and the Pre-birth to Three Tool kit.
- Monitoring of staff practice.
- Management attendance at planning and team meetings.

Assessments included what action was to be taken, by whom and by when. We could see evidence of identified actions being followed up and addressed.

A Standards Quality Improvement Plan (SQIP) was in place. This was a tool used by the local authority to enable services to evaluate and make improvements to the nursery. Staff and parents had been included in the evaluation of the service to develop the SQIP. Targets had been regularly reviewed to ensure that progress was maintained. Copies of the SQIP were available for parents to read and make comment on.

In our questionnaire, all parents/carers confirmed that the service had involved them and their child in developing the service, for example asking for ideas and feedback. The parent forum were used regularly to gain the views of parents with regard to improvement.

Staff were routinely asked to evaluate areas of the nursery. Some staff had taken part in peer evaluations in playrooms and staff had been asked to carry out self-evaluations on planning, displays, layout of playrooms. Staff had also assessed the quality of some of the training provided by the group for example the keyworker training. Including staff in the honest assessment of the service was an effective way of identifying quality and areas for improvement.

The self- assessment document which is requested for the Care Inspectorate inspection process was completed in conjunction with the staff group. This ensured that staff were included in the evaluation of the whole service.

A complaints policy was in place to enable parents and carers to raise concerns about the service. Information on this process and other policies and procedures was displayed in the hall of the nursery.

The manager was aware of the service's responsibilities to send relevant notifications to the Scottish Social Services Council (SSSC) and the Care Inspectorate.

The manager attended meetings for the organisation to share information and practice with other managers. Staff confirmed that they had opportunities to go on visits to other nurseries and to share information and practice.

### Areas for improvement

The care service should continue to monitor and maintain the very high standards of quality. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address these.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## 4 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

1. The provider must ensure that incidents and issues that are notifiable to the Care Inspectorate are undertaken within the given timescales as detailed within the Care Inspectorate guidance on notification reporting. This is to comply with The Social Care and Social Work Improvement Scotland (Registrations). Regulations 2011, SSI 2011/28 Regulation 4(1)(b) - records, notifications and returns.

Timescale: within 24 hours of receipt of this letter.

This requirement was made on 07 February 2014

A notification was received before the letter of complaint resolution was issued.

**Met - Within Timescales**

2. The provider should review and strengthen the system for informing staff who have been on holiday about major issues.

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

Timescale - 2 weeks from receipt of this letter.

This requirement was made on 07 February 2014

A new system was set up to inform staff of issues on the nursery. This was done through memos in the staff room but also through staff e-mails. Staff confirmed that methods of communication had improved substantially.

**Met - Within Timescales**

## 5 What the service has done to meet any recommendations we made at our last inspection

## Previous recommendations

There are no outstanding recommendations.

## 6 Complaints

Information about complaints which have been upheld or partially upheld can be found on the Care Inspectorate website at: [www.careinspectorate.com](http://www.careinspectorate.com)

## 7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

## 8 Additional Information

There is no additional information.

## 9 Inspection and grading history

Date	Type	Gradings	
16 Jan 2013	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good
24 Aug 2010	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	Not Assessed
		Management and Leadership	Not Assessed

23 Feb 2010	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed 5 - Very Good Not Assessed
26 Feb 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 6 - Excellent 6 - Excellent

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