

Care service inspection report

Full inspection

Loretto RC Primary School Nursery Day Care of Children

20 Newbigging
Musselburgh



HAPPY TO TRANSLATE

Service provided by: East Lothian Council

Service provider number: SP2003002600

Care service number: CS2003015819

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	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

A warm, welcoming and caring ethos in the service promotes positive relationships between staff, parents and children.

Children benefit from a wide range of experiences that support positive health and wellbeing outcomes. For example, active outdoor play, opportunities to develop skills in keeping safe and support to develop respectful relationships with other people.

Management and staff are skilled, motivated and committed to continuing to improve the service in ways that will benefit children and families.

What the service could do better

The difference in the times of the morning and afternoon session had some impact on the quality of experiences children had in the service. We would encourage the service to evaluate each session so that the positive outcomes for children are mirrored as far as possible.

The service could further develop their records to capture significant discussion with parents and any changes made to the service as a result.

The service should consider how they could capture next steps in children's development agreed with parents, for example, within the personal plan.

What the service has done since the last inspection

The service has developed the mission statement and the statement of aims.

Continued professional development of staff has resulted in continued improvement in the service resulting in positive outcomes for children.

Conclusion

Overall, we found that the service provides a high standard of early learning and childcare in line with stated aims and objectives. The service should continue to build on strengths and take forward areas for improvement identified in this report and in the nursery improvement plan.

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

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Loretto RC Primary School Nursery is a local authority nursery provided by East Lothian Council. The service is registered as a day care of children service to care for a maximum of 20 children at any one time. The nursery operates from 8.32am-12.30pm and 1.15pm-4.15pm Monday to Thursday. On Friday the nursery operates from 8.30am-12.20pm. The age range of the children will be from three years to those not attending primary school. The nursery has its own entrance and operates from a room within the primary school. Children have access to an enclosed outdoor area easily accessed from the main playroom.

Loretto RC Primary School Nursery mission statement is as follows:

"Our nursery aims to provide a community of learning which is safe, caring and welcoming to others. Through a sense of mutual respect and trust for one another we aim to develop a sense of wellbeing, confidence and happiness in which all can thrive as individuals of equal worth, realising their full potential and recognising the value of others."

The aims link to curriculum; attainment; learning and teaching; support for pupils; ethos and partnership. A full statement is available in the nursery handbook.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

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.

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 5 - Very Good

Quality of environment - Grade 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

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 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 wrote this report following an unannounced inspection. The inspection was carried out by one inspector. The inspection took place on Monday 8 February 2016 between 9.15am and 4pm and Tuesday 9 February 2016 between 9.30am and 3pm. We gave feedback to the headteacher at the end of the inspection process on Tuesday 9 February 2016.

As part of the inspection, we took account of the completed annual return and self assessment that we asked the provider to complete and submit to us. We sent 20 care standards questionnaires to the service to distribute to parents/ carers on our behalf. Nine questionnaires were completed and returned to us. We talked to eight parents during the inspection. We talked to them about their experiences of the service and how this benefited their families. During this inspection process, we gathered evidence from various sources, including the following:

We spoke with:

- The headteacher
- Three nursery staff
- Eight parents
- Several children

We looked at:

- Information held about children using the service including personal plans and reviews and learning journeys
- Health and safety policies, procedures and records, including medication and risk assessment

- The environment and equipment used in the service
- Staff training records
- Minutes of staff and management meetings
- Nursery improvement plan
- How the staff worked with the children and families during the inspection

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

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.

Through the self assessment the service told us what they thought they do well and highlighted some areas for improvement. This provided sources of evidence to use as a starting point for inspection.

Taking the views of people using the care service into account

We observed children to be settled and happy in the nursery environment. They were confident in following nursery routines, for example, snack time and engaged well in their choice of activities. Children made choices about the resources they wished to play with in the sand and water, were creative in the art and craft area and extended their learning through play outdoors. Children told us about some of their experiences including:

"We are making a dragon."

"I'm chopping a carrot it is hard."

"I am climbing on the climbing frame and sliding down the chute."

"I don't like the pancakes with the lemon."

Taking carers' views into account

We talked with eight parents and received nine completed care standards questionnaires. Parents indicated high levels of satisfaction across all aspects of the service, including their involvement in the service, staffing and management arrangements, the environment and the range of experiences for their children. Comments included:

"Great nursery, my child loves going there."

"This nursery provides an excellent education for my child. She has developed her abilities to a high standard both socially and academically. The staff provide excellent continuous provision that is purposeful and relevant to the children's interest. It is a lovely nursery that I would highly recommend."

"... my experience has been very positive so far. My son has settled well, grown in confidence and is very comfortable with the staff who already know him well."

"Excellent nursery. Fantastic teachers."

"My daughter really enjoys going to nursery and took no time to settle in at all. I find the staff very friendly, helpful and supportive and I have no concerns about leaving her with them..."

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: 5 - Very Good

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents, children and staff, observed how staff worked with children and looked at a range of records.

Effective communication and involvement opportunities resulted in parents and children being involved in the life and work of the service. Positive relationships enabled parents to approach staff and discuss any issues or concerns with them. Distribution of letters, newsletters, surveys and other formats provided opportunities for the service to consult with parents and provide them with information about the service. The service had captured a consultation with parents about the development of a mud kitchen in the outdoor area. This highlighted the benefits of this experience for children and involved parents in deciding on the resources needed. Other suggestions made by parents that were responded to by the service included a request for more baking and the development of a woodwork area. Parents were involved in parent council meetings representing the nursery, were involved in the health and wellbeing audit and met with staff to discuss child progress.

Children were effectively involved and consulted in the service. Opportunities included discussion about learning opportunities and evaluating learning as part of circle time. Staff effectively supported children to develop their knowledge and understanding of topics including Chinese New Year. Children designed a Chinese dragon, took part in a Chinese dance and helped prepare Chinese stir fry for snack. An older brother of a child talked with children about Chinese custom and taught them to say Happy New Year in Chinese. Children were given opportunities to make choices and were involved in planning the programme of activities. For example, we saw how the views of children were gathered and their involvement in planning through the use of 'talking and thinking' floor books.

Overall, we found that the service routinely created a wide range of opportunities for parents and children to evaluate and contribute to developing the service responding positively to their views.

Areas for improvement

The service could further develop their records to capture significant discussion with parents and any changes made to the service as a result.

Grade

5 - Very Good

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents, children and staff, observed how staff worked with children and sampled a range of evidence that demonstrated how the service was contributing to positive outcomes for children linked to the Shanarri (safe,

healthy, achieving, nurtured, active, respected, responsible and included) wellbeing indicators. Children were supported by staff to make choices that enabled them to lead their own learning through for example, the use of effective questioning. Children were encouraged to think about where the eyes should go on the dragon what shape they might be, how would we get the right shape and how would the eyes be attached to the dragon. Children were engaged in designing the dragon, developing skills including using scissors.

The layout of the activities and resources enabled children to make choices. A range of resources including shells, stones and corks were stored in the sand and water area allowing children to experiment with them. Children were encouraged to be responsible once they had finished by sweeping up the sand or mopping the water off the floor. The children were encouraged to sort the shells, stones and corks in their pockets developing their skills as a result.

Staff challenged children's learning to enable them to reach their potential. Children were engaged in scientific experiments. For example, they concluded that a dark pen would not work when drawing on a dark piece of paper but that a light colour (yellow) would show up to draw an angry mouth shape for the dragon.

The service worked effectively with parents and partner agencies to support children to achieve their potential. Staff supported children to settle into the service adapting to routines and building confidence and self-esteem through praise and encouragement. They included children through singing the welcome song in different languages and using visual aids to support children with following routines, to communicate effectively and to make choices. Recording systems mapped children's early learning highlighting their achievements and identifying next steps in their development. These included personal plans, learning journeys, chronologies and Getting it Right for Every Child (GIRFEC) recording formats.

Children were supported to make healthy lifestyle choices through their experiences in the service. Staff chatted with children about their allergies and how the snack would be supplemented to keep them healthy. For example a child enjoyed the stir fry and noodles without the soya sauce being added. Outdoor experiences were particularly popular with children who had fun

experimenting and problem solving in the mud kitchen and using the natural resources in water play activities. They stayed safe by wearing helmets when playing on the wheeled toys and developed their confidence balancing and climbing on the climbing frame. Part of the daily routine included brushing teeth with the children learning about the importance of dental health through activities and visits from the NHS 'childsmile' team. They washed their hands after going to the toilet and before having snack telling us that they were washing away the germs.

Staff protected the health and wellbeing of children by having effective systems and processes for managing the administration of medication and child protection.

Staff supported children to be respectful towards others through providing positive role models. This contributed positively to children being confident and they were learning to share, take turns and listen to one another through play experiences and group activities. Staff nurtured children so that they felt safe and secure in the service. Children received praise and encouragement in a warm sensitive manner. Parents told us that they could see how their children were growing and developing into confident individuals.

Areas for improvement

The difference in the times of the morning and afternoon session had some impact on the quality of experiences children had in the service. We would encourage the service to evaluate each session so that the positive outcomes for children are mirrored as far as possible.

The service should consider how they could capture next steps in children's development agreed with parents, for example, within the personal plan.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the environment within the service."

Service Strengths

Please refer to Quality Theme 1, Statement 1 for information on the range of ways that children and families had been involved in influencing the quality of the service. This had included aspects of the quality of the environment. The grade of 5 - Very Good is applied across all participation statements in this report.

The service was continuing to engage parents and children in improving the quality of the environment when delivering the service. For example, they had been involved in consultation about the development of the mud kitchen in the outdoor area.

Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents and staff, looked around the environment and observed how staff worked with children in the areas available. We also looked at a range of records.

The children were cared for in a safe and secure environment. Security arrangements included a locked entry system and a system for parents to sign children in and out of the service. Parents said that they felt confident that their children were cared for in a safe environment. Health and safety systems and processes including risk assessment enabled staff to identify any hazards and take steps to protect children.

Staff had a knowledge and understanding of how to prevent the spread of infection in the service. They maintained cleaning schedules and records to support good practice in infection control. We could see that toys and equipment were clean, that staff wore personal protective equipment (PPE) when preparing food and used very good hand washing practices. Overall, the measures in place contributed to the control of infection in the nursery.

We found the nursery to be warm and welcoming. The cloakroom provided children with space to store their belongings and children's work being attractively displayed created a sense of belonging and achievement. This contributed well to children being respected and included in the service. The environment provided opportunities to enable children to move around freely, make choices and engage with their peers. There was direct access from the playroom to the outdoor area enabling children to benefit from fresh air and exercise. Access to appropriate waterproof clothing and footwear meant that children could benefit from playing with water and in the mud kitchen where they "made pizza". Children were familiar with the school building through visits to various departments as part of the transition process as they move into P1.

Overall, we found that the good practice in this quality statement contributed positively to children being healthy, safe and protected in the service.

Areas for improvement

The service could involve children in the school eco group further extending their knowledge and understanding of practice including recycling, raising awareness and developing knowledge of the world we live in.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of staffing in the service."

Service Strengths

Please refer to Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of staffing in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

The service was continuing to engage parents and children in improving the quality of staffing when delivering the service. For example, parents had developed relationships with staff through regular meetings to discuss children's progress and learning and give parents an insight into children's experiences in the service.

Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

Grade

5 - Very Good

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents and staff, observed how staff worked with the children and looked at evidence of the systems and processes in place to support staff training and development.

Children were supported by an experienced staff team who provided positive role models fostering respectful relationships with parents and children. This positive influence resulted in children forming respectful relationships with their peers learning to share, take turns and listen to others. Parents said that the staff team were friendly and approachable and that they met with key workers regularly to discuss their child's progress.

Staff engaged well with children and parents and promoted partnership working to support children's learning and progress. They sat at the snack table with children, supporting children with a range of activities and experiences scaffolding children's learning and supporting children to problem solve.

Staff demonstrated a commitment to the service and their continued professional development. This was a recognised strength having a positive impact on the continued improvement in the service. Staff attended training and researched best practice resulting in professional dialogue and the development of the experiences that benefited children. A recent training event highlighted the benefits of using balance bikes including awareness of how to stay safe and encouragement with social skills. The service was fundraising to purchase the balance bikes and safety helmets as a result.

Areas for improvement

We would encourage the service to further develop the use of reflective practice as a means of analysing their strengths, impact and areas for development as part of the improvement agenda that ensures that positive outcomes are being achieved for children in the service. For example, through the use of peer monitoring.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service."

Service Strengths

Please refer to Quality Theme 1, Statement 1 for information on the range of ways that children and families can be involved in influencing the quality of the service. This includes aspects of management and leadership in the service. The grade of 5 - Very Good is applied across all participation statements in this report.

The service was continuing to engage parents and children in improving the quality of management and leadership when delivering the service. For example, parents had been involved in various consultations regarding the quality of the service.

Areas for improvement

Please refer to Quality Theme 1, Statement 1 Areas for Improvement.

Grade

5 - Very Good

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

Based on the evidence we sampled at this inspection, we graded the service as very good in this quality statement. We concluded this after we talked to parents, staff and members of the senior leadership team and looked at evidence of the systems and processes in place to support quality assurance.

We have included information in Quality Theme 1, Statement 1 about how the service engages with children and parents to ask for their views about the quality of the service they have experienced. We have given some examples about the action the service has taken as a result. There were identified roles and responsibilities within the service to ensure that the quality of the service was measured and improved as required. For example, the headteacher monitored and developed the quality of the service through the use of systems and processes including audits and monitoring of personal plans, learning journeys, accidents and incidents and staff development. The staff team regularly evaluated the delivery of the service so that children benefitted from positive early learning and childcare experiences. SHANARRI wellbeing indicators were used to evaluate the quality of the service. For example, a health and wellbeing audit had been undertaken in consultation with families. Links with a recognised cluster group of services within the local authority enabled professional dialogue and sharing practice ideas. We found that there were effective systems in place to monitor the health and safety of the environment and ensuring any repairs were carried out. There were contracts in place to regularly check fire and electrical equipment as part of these systems.

There was a clear complaints procedure should parents wish to raise any concerns in a formal way. Parents told us that they would be comfortable raising any concerns or issues with staff in the first instance and were confident these would be addressed. They commented favourably on the management of the service.

As a result of the effective systems in place and the combined efforts of a motivated staff and management team, we concluded that approaches to quality assurance were directly contributing to very good outcomes for children and families using the service. The improvement plan and standards and quality report showed how the service aimed to improve and develop outcomes for children using the service.

Areas for improvement

The service was aware of the tool 'how good is our early learning and childcare' and are currently exploring how the tool will be implemented.

The service could gather the views of partner agencies who provide advice and support in the support of children with their progress and development.

Grade

5 - Very Good

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

There are no outstanding requirements.

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

No complaints have been upheld, or partially upheld, since the last inspection.

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								
24 Jan 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	4 - Good
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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

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 ਵਿਚ 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.