

# St. Mary's Primary School Nursery Day Care of Children

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Type of inspection: Unannounced  
Inspection completed on: 27 September 2017

**Service provided by:**  
Midlothian Council

**Service provider number:**  
SP2003002602

**Care service number:**  
CS2003016000

## About the service

We carried out an unannounced inspection of St. Mary's Primary School nursery Class in Midlothian on Wednesday 27 September 2017. We fed back to the service on the same day. At this inspection we spoke with eight children and five parents. We observed staff practice throughout the nursery and checked documentation relevant to the inspection.

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

St Mary's Primary School Nursery Class is situated in the grounds of St Mary's Primary School in the Bonnyrigg area of Midlothian. The service is registered to provide a daycare service to a maximum of 30 children under primary school age.

The nursery has its own entrance area and its own kitchen area, three toilets and a safe enclosed outdoor area of the playground. The nursery also have access to the main school hall to allow children to take part in more energetic play.

We carried out a themed inspection. This targeted approach means that we looked at identified aspects focusing on children's experiences in the themes we looked at. These were:

- Care and Support.
- Environment.
- Staffing.
- Management.

On the day of the inspection there were 14 children and two childcare and development workers present.

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 the 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. GIRFEC 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 GIRFEC. 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. Information on SHANARRI can be found at: <http://www.scotland.gov.uk/Topics/People/young-People/gettingitright>.

## What people told us

We observed the children throughout the inspection and found them to be happy in their environment and were engaged with a variety of activities throughout the sessions. They interacted confidently with staff and approached them for support when needed.

We sent 20 Care Inspectorate care standards questionnaires to the service to distribute to parents. Parents returned five completed questionnaires before the inspection.

Representative comments included:

"I feel the staff do their very best with what they have. I also asked my child and she said she likes it there."

"Great nursery friendly staff my child loves it".

"The nursery is a very caring environment which always uses the children's ideas to drive forward improvement. My child is very happy and progressing well".

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

## From this inspection we graded this service as:

|   |               |
|---|---------------|
| <b>Quality of care and support</b>          | 5 - Very Good |
| <b>Quality of environment</b>               | 5 - Very Good |
| <b>Quality of staffing</b>                  | 5 - Very Good |
| <b>Quality of management and leadership</b> | 5 - Very Good |

## Quality of care and support

### Findings from the inspection

The service had worked hard to continue to meet children's needs. Daily outdoor play created opportunities to access fresh air and exercise and promoted an active lifestyle. The environment allowed the children to be challenged which enhanced their strength, physical skills and abilities. Effective foundations had been laid to enable the children free-flow play between inside and outside. The recognition of the health benefits of playing outdoors and free-flow play was also a key strength of the setting.

Staff were fully aware of how to safe guard children in their care. Speaking to staff highlighted that they had very good knowledge in this area and they 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.

We saw children's rights being respected throughout the session. They were encouraged to contribute their own ideas and be involved in decision making about their day. For example they were given a choice of which activity they would like to take part in and were able to have snack when they were ready. In addition we saw good examples of children being encouraged to share with their peers and show good manners such as please and thank you.

Children were encouraged to learn new skills through the use of a 'Talking Tub' This very good resource was well used to show children real life tools and how to use these safely.

We discussed the 'Ready to Read' document. This guidance has been developed for providers to support early language development in children. This supports the 'Read on Get on' campaign which 'Save the Children' launched in 2014 and its aim to get every child reading well by the age of 11 across the whole of the UK by 2025. We saw that the nursery had introduced the 'Big Bedtime Read' and encouraged children to take home story books. This very good resource encouraged the children to take books home to share with their parents which was a positive start towards this campaign. More information on this can be found at: [https://www.savethechildren.org.uk/sites/default/files/images/Read\\_On\\_Get\\_On](https://www.savethechildren.org.uk/sites/default/files/images/Read_On_Get_On).

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of environment

### Findings from the inspection

The nursery environment was calm and relaxed. The space, resources and activities available helped ensure happy and engaged children. Staff were skilled at supporting children's play and provided children with opportunities to learn through their natural environment by providing experiences which challenged them and enriched their learning.

Staff provided a wide range of stimulating opportunities in the playroom and outdoors which helped children to experience broad and purposeful learning.

Informative information boards were displayed which informed parents about the life and work of the nursery and its inclusion and involvement within the primary school. A floor book had been created to inform parents about the different ways they were using the outdoor area and the ways this supported their child's learning and development.

We observed the children to be confident and happy in the environment. The playroom allowed and supported children to make choices and set their own learning goals with minimal adult intervention. The activities on offer were challenging and stimulating and supported children to use their imagination.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of staffing

### Findings from the inspection

We found the staff to be trained, motivated and professional. Interactions with children and parents were professional and supportive. Children approached staff for help and reassurance throughout the session which demonstrated that they had developed trusting relationships.

Staff were observed to be kind, caring and supportive in their interactions with the children. They listened to the children and intervened appropriately to ensure children experienced positive outcomes. They had an understanding of how GIRFEC and the SHANARRI principles could be used to support children's wellbeing.

Staff covered different areas and rooms to allow the children free choice. They showed that they were aware of what was happening in the other areas and were seen to give each other support when needed.

Regular meetings with the head teacher and the peripatetic teacher contributed to staff motivation and professional approaches. Staff were respectful and supportive of each other, sharing skills and ideas. Leadership skills were promoted, for example taking responsibility to develop outdoor learning. A 'Mind Stretchers' course had given staff confidence in improving the outdoor area which had a positive impact on children's experiences.

Staff told us how training had kept their knowledge and skills up to date and had impacted on children's experiences. We saw that this had led to the development of a confident team, aware of best practice and key documents. They used their knowledge to support children's learning across early years and in their role in protecting children.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of management and leadership

## Findings from the inspection

The Head Teacher and a new recently appointed peripatetic teacher had a clear vision for the on-going development of the nursery. Regular meetings gave staff the opportunity to have professional dialogue on how the service were meeting identified Quality Indicators and in identifying strengths and areas for further development.

The Head Teacher regularly spent time in the nursery. We found she was well informed about practice and staff skills. Staff worked well as a team and undertook a range of professional training putting positive outcomes for children at the heart of their work.

Staff had contributed to the service improvement plan that set out the service priorities and expectations for improvement. Staff continued to be given specific roles and responsibilities in the running of the nursery, such as the lead in outdoor learning and contributing to the 'Our Nursery Journal'. There were weekly evaluation meetings for staff to discuss the progress of implementing the improvement plan and the impact on good outcomes for children.

The Head teacher understood her responsibility to oversee the management of issues including complaints, notifications to The Care Inspectorate and child protection concerns. She delegated responsibilities to staff appropriately and ensured they had clear information about their roles and her expectations of them.

Parents and children were encouraged to share their ideas for the on going development of the service by attending the 'Stay and 'Play sessions and voting on different aspects of the nursery. They were kept informed of the services progress made in meeting targets. Recent improvements included the outdoor play area, review of children's personal plans and updating the tracking tool, which supported children's learning and development.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

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

## Previous requirements

### Requirement 1

The provider must demonstrate that staff understand and know how to implement the child protection policy and procedures in order to keep children safe.

This is in order to comply with Scottish Statutory Instruments 110 (2011) regulation 210, 4(1)(a) welfare of users. A provider must make provision for health, welfare and safety of service users.

National Care Standards Early Education and Childcare up to the age of 16:

Standard 3 - Health and wellbeing.

Standard 4 - Well-managed service.

Timescale: Three Months.

**This requirement was made on 12 April 2017.**

#### Action taken on previous requirement

Child protection systems were reviewed following the inspection.

**Met - within timescales**

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

### Previous recommendations

#### Recommendation 1

In order for staff to support children with specific medical needs, we recommend that the nursery should include the following to a personal care plan:

- Details of the child's allergy or medical condition and how information about this should be shared and managed.
- What measures need to be put in place to prevent an allergic reaction or address a medical need.
- What action staff should take in the event of a reaction or the child becoming unwell.

National Care Standards Early Education and Childcare up to the age of 16:

Standard 3 - Health and wellbeing.

**This recommendation was made on 12 April 2017.**

#### Action taken on previous recommendation

We saw the personal care plans for each child who has a medical need. These clearly show how staff will respond to children with a specific allergy or medical need. Therefore this recommendation has been met.

#### Recommendation 2

The provider should ensure that personal care plans for children are further developed to ensure that all information relevant to children's wellbeing is recorded. This is especially relevant where children have barriers to their learning or additional support needs. This information should make clear the possible next steps, different opportunities presented or alternative approaches/strategies being used along with regular evaluation of progress made.

National Care Standards Early Education and Childcare up to the age of 16:

Standard 3 - Health and wellbeing.

**This recommendation was made on 12 April 2017.**

## Action taken on previous recommendation

We saw the records kept when staff recorded children's wellbeing therefore this recommendation has been met.

### Recommendation 3

The provider must improve children's quality of experience outdoors to allow them to engage in a balanced range of activities. This includes a review of current resources and use of space. This would support children to achieve, have fun and exercise choice.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 4 - Engaging with children and Standard 5 - Quality of experience.

**This recommendation was made on 12 April 2017.**

## Action taken on previous recommendation

The service had worked hard to improve the outdoor area. We saw children enjoy the additional resources and made good use of the outdoor area. Therefore this recommendation has been met.

### Recommendation 4

The provider should promote with staff, the Scottish Social Services Council pathway resource known as 'steps into leadership'. This would allow staff to develop skills of leadership which would improve their own professional practice and outcomes for children.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 12 - Confidence in staff.

**This recommendation was made on 12 April 2017.**

## Action taken on previous recommendation

Staff had the opportunity to take part in a 'coaching for success' management course through Midlothian council. Therefore this recommendation has been met. During the inspection we suggested staff visit the SSSC website to gain knowledge on the 'steps into leadership' course as this could be an additional benefit to their professional practice.

### Recommendation 5

The headteacher should provide clear leadership and direction to ensure staff are fully supported to carry out their roles as practitioners to improve outcomes for children.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 11 - Improving the service and Standard 14 - A well-managed service.

**This recommendation was made on 12 April 2017.**

## Action taken on previous recommendation

The head teacher has been fully involved in supporting staff in making improvements to the service and we saw evidence of this during the inspection. Therefore this recommendation has been met.

### Recommendation 6

To ensure the service is rigorous in reviewing all areas within the nursery, we recommend formal auditing and monitoring systems should be put in place and all staff are involved to ensure a shared approach. Actions should be recorded and the results should show how this has impacted on the service. This would ensure that any issues are addressed quickly and support continuous improvement.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 11- Improving the service and Standard 14 - A well-managed service.

**This recommendation was made on 12 April 2017.**

### Action taken on previous recommendation

We saw that the service used different methods of evaluating the service. We made some further suggestions as to how they can do this more regularly. This recommendation has been met and we asked the service to continue to evaluate outcomes for children.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

| Date        | Type        | Gradings  |
|-------------|-------------|---|
| 10 Nov 2016 | Unannounced | Care and support 4 - Good<br>Environment 4 - Good<br>Staffing 4 - Good<br>Management and leadership 3 - Adequate              |
| 26 Nov 2013 | Unannounced | Care and support 5 - Very good<br>Environment 4 - Good<br>Staffing 5 - Very good<br>Management and leadership 5 - Very good   |
| 20 Mar 2012 | Re-grade    | Care and support Not assessed<br>Environment Not assessed<br>Staffing Not assessed<br>Management and leadership 6 - Excellent |

| Date        | Type        | Gradings   |  |
|-------------|-------------|--|--|
| 20 Mar 2012 | Re-grade    | Care and support<br>Environment<br>Staffing<br>Management and leadership | Not assessed<br>Not assessed<br>Not assessed<br>1 - Unsatisfactory |
| 25 Jan 2011 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 5 - Very good<br>Not assessed<br>Not assessed<br>Not assessed      |
| 21 Jan 2009 | Unannounced | Care and support<br>Environment<br>Staffing<br>Management and leadership | 6 - Excellent<br>6 - Excellent<br>6 - Excellent<br>6 - Excellent   |

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