

Corstorphine Primary School Nursery Day Care of Children

Corstorphine High Street
Edinburgh
EH12 7SY

Telephone: 0131 334 3865

Type of inspection: Unannounced
Inspection completed on: 26 October 2016

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Care service number:
CS2003015840

About the service

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at www.careinspectorate.com.

The service registered with the Care Inspectorate on 20 July 2012.

Corstorphine Primary School Nursery is situated in a residential area of Edinburgh and is close to local amenities. The nursery is an integral part of Corstorphine Primary School and is located in a self-contained building adjacent to the main school building. The nursery consists of two connecting playrooms, toilets and a cloakroom area for children. There is an outdoor area with a large fence around it and secure entrance.

The nursery is registered to provide a care service to a maximum of 50 children aged three years to those not yet attending primary school.

The stated aims of the nursery are:

'At Corstorphine Primary School we put children and families at the forefront of all our actions. We will create a climate where staff feel empowered to make a difference for every child, enabling them to achieve their maximum potential and develop a secure understanding of their unique skills and qualities and ability to impact positively on the world. We will endeavour to work steadily towards achieving excellence in all aspects of our work whilst recognising the need to set manageable and realistic goals.'

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 to be happy and confident throughout the inspection. They played independently and in small groups and were fully engaged with the challenging and stimulating activities on offer. They interacted confidently with their peers and staff. Children's comments included:

'I'm a dolphin. I was in that playroom before, now it's this one. I like it.'

'I'm making an apple cake with a potion in it. It will fly up to the moon.'

'I'm a fire man. Got my hat on and a hose, see.'

We sent 30 Care Inspectorate care standards questionnaires to the service to distribute to parents. Parents

returned 16 completed questionnaires before the inspection. Some parents and carers wrote comments which we discussed with the depute head teacher and nursery teacher whilst ensuring their anonymity. Representative comments included:

'All staff are excellent. They take time with parents as well as the children and are all friendly and approachable. I am very happy with the nursery and my child has been happy there since day one.'

'The quality of teaching is extremely high and the range of activities and materials on offer is impressive. The only area for improvement is the flow of communication to parents/carers. I think this is more of an admin overload rather than any failing on their part.'

'Great nursery with fun-loving staff. Nursery building will be upgraded this year as current building very out of date. Love all the outdoor walks and contact with nature. Really great nursery and staff.'

'Although there is adequate space in the nursery currently for children to play more space is required. I am aware that the new nursery building which is in development will address this issue.'

'A lot of changes in staff which parents and children are not aware of. More consistency would be better.'

'I worry that there are too many children in such a small area - I hope this issue will be resolved with the new building planned. Sometime my child has been upset at nursery and I feel some staff have not always been able to resolve the issue.'

'I believe it is not consistent for the child to have a change in keyworkers throughout the year. I do realise that training is required however these individuals should shadow permanent/experienced keyworkers rather than be given an individual group. Therefore the child can form a bond for the year and experience less disruption.'

'The nursery times are too short. Also, it's good idea to have a chat book for each child - it would be great to get information how my child managed at the nursery each day.'

A concern was raised regarding a nursery handbook which was discussed with the depute head teacher who has agreed to take this forward.

Self assessment

The Care Inspectorate received a fully completed self assessment from the service. We were satisfied with the way they completed this.

The provider identified what they thought the service did well, some areas for development and any changes they had planned. The provider told us how the people who used the care service had taken part in the self assessment process.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	not assessed
Quality of management and leadership	not assessed

What the service does well

A rich learning environment had been established. Staff supported the children to lead their play and the choice of activities. Children were listened to and included in decision-making at every opportunity. Staff were caring and nurturing in their interactions with the children and they knew them well. They had gathered information to

allow them to meet their individual needs and worked with other professionals to allow them to effectively support children with additional needs. Staff had built up good relationships with parents and communication with them was informative.

The planning of activities was taken from children's interests and ideas which staff identified through the use of quality observations. Detailed planning was shared with parents and followed the children's interests and what they wanted to learn about. Children's online learning journals contained observations carried out by staff which were evaluated and next steps for learning and development were identified. All staff had shared responsibility to add information about the children into their online learning journals. These were shared with parents and they were able to add comments. This supported the link between nursery and home.

A rolling snack was provided which was well-balanced and healthy. Children were included in decision-making about snack and its preparation with support from staff. Staff promoted children's independence and supported them to manage tasks on their own, such as serving themselves at snack time, washing their dishes and putting away their name. The best practice guidance 'Setting the Table' was used to inform the snack menu.

The layout of the playrooms had been reviewed and changes had been made which allowed children to move freely around the different areas and to make choices. The activities on offer were stimulating and challenging and linked to current topics. Natural materials had been introduced into most areas of the nursery which offered open-ended learning opportunities for the children. Children had free access to the outdoor play area during the sessions and it was used in all weathers with appropriate clothing. This allowed them to be physically active and out in the fresh air. Children had opportunities to experiment and explore both indoors and outdoors.

Appropriate safety procedures helped to ensure the safety of the children. For example, staff carried out risk assessments of all areas of the nursery, including the outdoors, which to help ensure they minimised any potential risks to the children. They also considered risk benefits when planning activities.

What the service could do better

In order to continue with the improvement of the service we discussed the following:

Staff could consider giving children more opportunities to be independent and be given roles within the nursery to give them responsibility. This could be involving them in ordering and shopping for snack, helping to risk assess areas with a member of staff and helping more with Eco work.

The nursery had a medication system in place and staff were aware of the need to administer medication safely. Medication was stored securely along with consent forms completed by parents. However, parents were not asked to sign the recording form to confirm they had been informed what time their child had been given their medication. Also, consent forms were held for a child but the nursery had not received the medication from the parent. See Recommendation one.

Accidents and incidents were recorded and informed parents what had happened to their child and the actions taken by staff. However, some accidents were written on a form and others were recorded in a book and parents did not always countersign these to confirm they had been informed. See Recommendation two.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The manager should ensure that medication is administered. In order to do this the manager should ensure consent forms are signed and dated by parents to confirm they have been informed when their child was last given medication. Also, the nursery should hold the medication required by children with severe allergies.

National Care Standards early education and childcare up to the age of 16

Standard 3: Health and wellbeing.

2. The manager should ensure that parents sign all accident and incident forms to confirm they have been informed what happened to their child and the action taken by staff.

National Care Standards early education and childcare up to the age of 16

Standard 2: A safe environment.

Complaints

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

Inspection and grading history

Date	Type	Gradings
28 May 2013	Unannounced	Care and support 6 - Excellent Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good
21 Mar 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 3 - Adequate
7 Mar 2012	Re-grade	Care and support Not assessed Environment Not assessed Staffing Not assessed Management and leadership 1 - Unsatisfactory
3 Jun 2010	Unannounced	Care and support 5 - Very good Environment 5 - Very good

Date	Type	Gradings	
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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