

Bright Horizons Annandale Early Learning and Childcare Day Care of Children

37 Annandale Street Lane
Edinburgh
EH7 4LS

Telephone: 01315 575 567

Type of inspection:
Unannounced

Completed on:
2 September 2022

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2005110269

About the service

Bright Horizons Annandale Early Learning and Childcare is a registered to provide daycare to a maximum of 59 children aged 0 to five years of whom no more than 24 are under two years.

The service is close to Edinburgh city centre. Children have access to a number of playrooms all of which have direct access to a garden. The service is close to local amenities such as library, parks and shops.

About the inspection

This was an unannounced inspection which took place on 30 August between 10:00 and 16:00 and 31 August between 9:30 and 14:00. The inspection was carried out by one inspector from the Care Inspectorate.

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

In making our evaluations of the service we:

- spoke with fifteen people using the service and five of their family representatives
- spoke with six staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Quality assurance processes were in place that were impacting positively on outcomes for children
- Families told us that staff and management listened to them and took on board their views

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

We saw warm, caring and nurturing interactions between staff and children throughout the nursery. Staff knew the children in their care and responded to them in a positive manner. For example, a younger child was finding it more difficult to settle at nursery since their sibling had gone to school, staff discussed what they had done to support the child. This demonstrated their knowledge of individual children and their caring and sensitive approach.

The baby room was very calm, children were engaged in the range of resources available for them to independently choose from. A range of sensory activities was on offer for children in the tweeny room. Staff were engaged with and respectful to children. Practice by staff reflected parents personal preferences and promoted children's independence, privacy and dignity.

Children in the baby and tweeny rooms benefited from staff who planned for individual children to support them in their development. Children had Learning Journeys which recorded their development and experiences. These were contributed to by parents to ensure appropriate next steps and a co-ordinated approach.

Staff responded to and had conversations with children, describing the routines, what had happened and what would happen next. This promoted language acquisition for young children. Staff were aware of the importance of horizontal transitions throughout the day.

Most children in the pre-school room had new Learning Journals, the old Learning Journals had been sent home. A parent told us 'We recently received an old learning journal and the amount of work (written and pictures) was amazing - it's a fantastic resource for us to have to look back on'. We discussed with management that as a result, not all children had a summative assessment which meant that prior learning was not recorded or available for staff.

Throughout the nursery improvements needed to be made to the observations within the 'Learning Journey's as they were inconsistent in quality and frequency. The staff team had made some progress in this area. Experienced staff were sharing their skills with other staff to support them to improve their observation writing and confidence in this area. An area for improvement had been made at the last inspection and is carried forward into this report. (See area for improvement one).

Lunch times were calm and sociable with children being offered appropriate opportunities to be independent. Staff sat with children which ensured that they could support children and respond quickly should they need to. Staff were aware of children's allergies and food intolerances and these were discussed with the chef. Younger babies were on the weaning menu and there was detailed information from parents about their first foods.

Children were supported to reach their potential as staff worked with parents and other professionals to ensure that information was used effectively to support positive outcomes. A speech and language therapist

told us that nursery staff were working with them to support children. A requirement had been made about this at the last inspection and has been met.

1.3 Play and learning

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children in the baby and tweeny room were meaningfully engaged in their play and learning through a balance of spontaneous and planned experiences that promoted their choice and independence. The baby room was very calm, children were engaged in the range of resources available for them to independently choose from. A range of sensory activities was on offer for children in the tweeny room. Staff in these rooms spoke about the impact of the 'Alice Sharp' training they had attended and this was reflected in the calm spaces, natural resources and range of sensory activities provided.

Children in the pre-school room were offered engaging activities based on their interests, however these activities were often adult directed and one off activities. Activities should be available for children to revisit to allow them to direct their own play and learning. We saw pre-school room staff provide an activity to children in response to a child's request. This could have been furthered developed by staff to provide a learning outcome, demonstrating how the child's idea might have worked.

There was a lack of planning within the pre-school room and as a result children were not always experiencing appropriate opportunities to support and consolidate their own learning through play. We discussed this with management, who through their own self evaluation process had identified this. Plans were in plan for staff to attend training and for them to be supported to deliver the curriculum.

Staff were skilled at supporting children to take risks and develop confidence whilst staying safe. Throughout the nursery we saw children having fun as they played outside. They were actively supported by staff to be physical and to take appropriate risks to support their learning.

Areas for improvement

1. Children should be provided with experiences which offer opportunities to try new skills, challenge themselves and develop their interests. In order to do this the provider should improve upon the information staff are recording in children's learning journals.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "my personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The setting was comfortable and furnished to a high standard and welcoming, with plenty of natural light and ventilation. It sent a strong message to children that they mattered. There was ample space for children's needs.

The playrooms had appropriate resources and activities to support children's ages and stages of development. The pre-school room needed to be further enhanced to provide a stimulating environment to allow children to be engaged and excited.

Robust infection prevention and control and food safety practices provided high levels of safety for children. Children were supported in handwashing. The setting provided security and safety without impacting on children's play experiences.

The outdoor garden provided opportunities for children to be physical and develop their gross motor skills. Children were appropriately supported by staff to climb, jump and hop. A range of loose parts such as bread crates and bricks allowed children to be creative in their play.

Children's personal information was protected and complied with relevant best practice.

How good is our leadership?

4 - Good

3.1 Quality assurance and improvement are led well.

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Since the last inspection the manager had worked hard to implement a range of meaningful quality assurance measures to evaluate the service. As a result the manager was knowledgeable about what was happening within the service and where improvements were required. They were monitoring areas identified for improvement and supporting staff to make changes. This resulted in improved outcomes for children.

The manager was promoting with staff a shared vision for the nursery and as a result staff were enthusiastic and engaged. Staff spoke confidently about the changes they had made and changes planned. Staff were encouraged to share their skills and knowledge with others in the team to promote good practice.

The manager was committed to involving parents in their child's life at nursery. Parents told us that they felt respected and listened to by management. A parent told us 'The leadership team are not shy to get stuck in to support the care of the children and good at communicating with parents/carers.' Some parents felt that they were not as included as they would like to be, this appeared to be dependent upon individual staff. We have asked the manager to follow up on this.

All parents spoken with raised the fact that they were still not going into the nursery at drop off and pick up times. We discussed this with the manager who said that she was planning a survey with staff and parents to gain their views and implement changes to the current situation.

How good is our staff team?

4 - Good

4.3 Staff deployment

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The nursery was appropriately staffed to meet the needs of children and provide continuity of care. The nursery had a supply of bank staff who worked throughout the nursery when necessary. Although they changed rooms the layout of the nursery was such that they knew all of the children. This contributed to providing continuity of care for children.

Staff breaks were well managed to ensure that children were supported at mealtimes and when sleeping. Staff supported each other well to ensure that the needs of children were met at all times.

Throughout the nursery there was a calm, relaxed and happy atmosphere. Staff appeared happy in their roles. Staff spoken with were knowledgeable and professional in their manner. They confidently spoke about the improvements that they had made and those planned.

Newly recruited staff spoke about the support they received from staff and management. This was further supported through one to one meetings with the manager.

Parents were positive about their child's relationships with staff. Parents told us 'I appreciate staffing levels have been difficult but the two long standing staff members in the room are great and my child has a lovely relationship with them' and 'I am extremely happy with the staff team, they work well together and care for all the children. Communications are good and there appears to be good support.'

Staff in the pre-school room needed to increase their knowledge about the Curriculum for Excellence and recording of evidence. This had been identified and planned for by the service. An area for improvement had been made at the last inspection and is carried forward into this inspection. (See area for improvement one).

Areas for improvement

1. In order to ensure children are cared for by staff who are skilled and knowledgeable about current good practice, staff should have access to training. The manager should ensure that training impacts positively on staff practice and outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standard that state, 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

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

Requirements

Requirement 1

Children must have the right care at the right time. By 30 May 2022, the provider must ensure that where strategies are identified by other professionals, outside agencies and the service, these are consistently implemented. The impact of these strategies must be recorded and regularly evaluated to ensure that they are having a positive impact and meeting children's needs. The Additional Support Needs (ASN) co-ordinator must be offered further support and or training to build their knowledge around the completion of the paperwork.

This is in order to comply with Regulations 4(1)(a) of The Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 211/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that "If I am supported and cared for by a team or more than one organisation, this is well-coordinated so that I experience consistency and continuity" (HSCS 4.17).

This requirement was made on 14 March 2022.

Action taken on previous requirement

Since the last inspection

- The manager and introduced a quality assurance process so that they had an over view of the support plan and strategies for children with additional support needs. This had a positive impact.
- Strategies used to support individual children were recorded and evaluated.
- Staff were working with other professionals to support individual children.
- The Additional Support Needs (ASN) co-ordinator was receiving support and training had been identified for them.

Met - within timescales

Requirement 2

1. In order to promote positive outcomes for children, the provider must by 30 May 2022 ensure that children and parents experience a service which has a culture of continuous improvement with a robust and effective quality assurance procedures. The manager must be effectively supported to take forward the requirements and recommendations noted as the result of this inspection.

This is in order to comply with Regulations 4(1)(a) and 15 (b) of The Social Care and Social work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 211/210).

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

This requirement was made on 14 March 2022.

Action taken on previous requirement

Since the last inspection the manager had introduced a range of quality assurance measures which we could see where having an positive impact. They were more confident in their role and now had an overview of the service and how it was operating.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

Children should be provided with experiences which offer opportunities to try new skills, challenge themselves and develop their interests. In order to do this the provider should improve upon the information staff are recording in children's learning journals.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "my personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

This area for improvement was made on 14 March 2022.

Action taken since then

Although some work had taken place, this was still ongoing.

This area for improvement is carried forward into this report.

Previous area for improvement 2

In order to ensure children are cared for by staff who are skilled and knowledgeable about current good practice, staff should have access to training. The manager should ensure that training impacts positively on staff practice and outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standard that state, 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 14 March 2022.

Action taken since then

Staff within the pre-school room needed to improve their knowledge about the Curriculum for Excellence. training had been identified and support was planned.

This area for improvement is carried forward into this report.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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