

Cramond Early Learning and Childcare Day Care of Children

26 Whitehouse Road
Cramond
Edinburgh
EH4 6NN

Telephone: 01316 038 409

Type of inspection:
Unannounced

Completed on:
8 December 2022

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2005110301

About the service

Cramond Early Learning and Childcare is registered with the Care Inspectorate to provide a service to a maximum of 101 children aged birth to those not yet attending primary school full time, of whom no more than 48 are under two years.

The nursery operates from premises in the Cramond area of Edinburgh. The premises comprise of outdoor play areas, toilet facilities, staff accommodation, kitchens and playrooms for different and approximate age groups.

About the inspection

This was an unannounced inspection which took place on 05 December 2022. The inspection was carried out by two inspectors 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 twenty of their parents/carers
- spoke with staff and management
- observed practice and daily life and
- reviewed documents.

Feedback was given on 08 December 2022 via TEAMS to the manager, two representatives from Bright Horizons and a Quality Improvement officer from the City of Edinburgh Council.

Key messages

- Staff were kind, caring and knew children in their care well.
- Children had opportunities to engage in a range of activities to support their play and learning.
- Information about children should be clearly recorded to ensure that their needs are met.
- The manager needs time to carry out self evaluation and quality assurance to improve outcomes for children.
- Consideration needs to be given to staff skills and knowledge when deploying staff.

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?	3 - Adequate
How good is our staff team?	3 - Adequate

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.

Quality indicator 1.1 Nurturing care and support

Children experienced warmth, caring and nurturing approaches to support their overall well being. We saw sensitive interactions where staff responded positively to children. Children approached staff for cuddles and reassurance, which demonstrated that strong relationships had been built. Staff recognised children's achievements within the space, which supported children to feel valued and important. There was a happy and fun atmosphere within the nursery.

Overall mealtimes were a positive experience. Children were supported by staff and being offered opportunities for independence. For example, self-serving of meals had been re-introduced throughout the service. This contributed to children experiencing a calm, sociable and safe experience.

Staff worked with other professionals and outside agencies to provide positive outcomes for children. Where strategies were discussed or were recorded in the Individual Education Plan (IEP) these were not always shared with staff to ensure that all staff were aware of the strategies used with individual children. Staff who worked with individual children could discuss and describe the strategies they used and the impact of them. We suggested that these were now clearly recorded so that all staff were aware of them to provide consistency of care and support children to reach their potential (see area for improvement one).

Children's overall wellbeing was supported through the effective use of personal planning. The service was in a transition period of moving from learning journey books to online learning journals on the Family App. Personal plans now needed to be updated with parents to ensure that information was current. Staff should also ensure that all relevant information is carried over into the new personal plans, so that important information about children is not lost and that all staff are aware of and able to meet children's needs (see area for improvement one).

Children had key workers who communicated daily with parents about their child's day. Most parents were very positive about their child's key worker and their communication with them. Comments included "The staff are warm and engaged. We speak to our child's key worker daily", "Staff are friendly, helpful, engaging. We speak with our child's key worker about their day at pick up" and "Our child has a secondary key worker for times when the key worker is absent. We see both regularly (daily) and get daily brief updates and more comprehensive updates on occasion". Some parents told us that they were not aware that their child had a key worker. The manager told us she planned to have a parents night to ensure that all parents were aware of the key worker system, their child's personal plan and the on-line learning journal. This would ensure that parents were fully informed and involved in their child's care at nursery.

Quality indicator 1.3: Play and learning

Children's right to play was supported by the broad range of experiences and resources. Children were enabled to make independent choices about how and where they played. Children were actively engaged in exciting, stage appropriate, planned and spontaneous play experiences. The range and quality of resources supported children's enjoyment and the development of new skills.

The children under three had opportunities to engage in a wide range of sensory experiences. Children over three, particularly in the four-five year old room, had opportunities to engage in a range of fun activities and lead their own play and learning.

Planning approaches were individual to all children as they had individual next steps displayed on the wall. Key workers told us how they used these to provide experiences for children. This demonstrated staff knowledge about early childhood development and learning and meant that children's next steps were planned for.

Prior to the summer the pre-school children had the opportunity to take part in six week blocks of visits to the forest and trips to Lauriston Castle and the beach. They had also visited the local residential home for elderly to begin to re build links with residents. Unfortunately due to the staffing issue this was not happening at the moment but they planned to re-introduce these opportunities for children when they could. This would provide opportunities for children to be part of their local community and participate in a range of recreational activities outdoors.

Areas for improvement

1. To promote and support children's well-being, improvements should be made to the way in which staff record important information about children.

This is to ensure care and support is consistent with the Health and Social Care Standards which states: 'My personal plan (sometimes referred to as a 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 warm and welcoming, clean with plenty of natural light and ventilation. It gave a strong message to children that they mattered.

Staff in the under threes room had started training which focused on improving the environments and resources, although this was not yet completed, we could see the positive impact that it had already had on spaces and interactions. For example there was an increase in sensory activities to stimulate and engage children.

Staff in the pre-school room had used an environmental toolkit to evaluate areas of the nursery. As a result of these evaluations improvements had been made to specific areas, such as the garden, block area, playdough area. This contributed to children experiencing developmentally appropriate spaces and opportunities.

The setting was safe and secure and maintenance issues were addressed in a timely manner. Staff worked well together to ensure that risks were minimised and that children were accounted for throughout the day. Parents were buzzed into the setting by staff or management. Parents were very positive about being able

to come into the nursery and see the play rooms. Comments included "It's great now coming back into the nursery environment and seeing the spaces that our children play in" and "Great, it is more personal and feels less rushed, more time to discuss the day's activities".

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate where there are some strengths but these just outweigh weaknesses.

3.1 Quality assurance and improvement are well led.

The service was currently in the process of reviewing its vision and aims. They were gathering input from children, parents and staff to ensure that they reflected the aspirations of all stakeholders. This supported children, staff and families to feel valued.

Due to the staffing situation the manager and depute were often in numbers covering staff absences or breaks in rooms and cooking as the chef had recently left. This meant that the management did not have adequate time for quality assurance and to support continuous improvement.

The manager described how they carried out informal quality assurance through room observations and ongoing conversations with staff when working in the rooms. Although she acknowledged that due to time constraints this was not recorded. A quality assurance calendar was in place but again due to time constraints the manager could not always carry this out when planned. This resulted in some areas of the nursery not being evaluated. An office administrator had recently been employed to support the manager. Moving forward the manager hoped that this would enable her to focus more time on quality assurance. This would give the manager a clear over sight of what improvements were required to improve outcomes for children.

How good is our staff team?

3 - Adequate

We made an evaluation of adequate for this key question, where strengths just outweighed weaknesses.

4.3 Staff deployment.

Whilst we acknowledged the staffing shortage that the sector was experiencing, the difficulty the service faced in recruiting staff was impacting negatively on the service.

Whilst actively recruiting, the service had employed long term agency staff to provide continuity of care for children. In conversation with agency staff it was apparent that they had not read children's personal plans. The manager should now ensure that all agency staff are aware of children's personal plans to enable them to fully meet the needs of children.

Staff worked well together as a team and were positive about their roles. The manager and depute supported them by working alongside them in the rooms. It was frustrating for staff and management that they were unable to do all they needed to due to the lack of permanent staffing resulting in a lack of time.

At times throughout the day, there were gaps in specific skills to meet individual children's needs and promote high quality opportunities for all children. Consideration needs to be given to the deployment of

staff and the roles they undertake in rooms to ensure that they have the skills and knowledge to support individual children (see area for improvement one).

Areas for improvement

1. To ensure that children's needs are met, the manager should ensure that staff have the appropriate skills and knowledge to care for individual children. Deployment of staff at differing times of the day should take this into consideration.

This is to ensure care and support is consistent with the Health and Social Care Standards which states, 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27)

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

In order to promote positive outcomes for children, the manager should ensure that the staff team re-visit positive strategies to support children's well-being and behaviour.

This would contribute to a more appropriate and outcome focused approach being used consistently within the staff team. This is to ensure that care and support is consistent with the Health and Social Care Standards which state "My care and support meets my needs and is right for me" (HSCS 1.19).

This area for improvement was made on 10 February 2020.

Action taken since then

We saw staff use positive behaviour strategies to support children. Children were self regulating and supporting their peers to also. Staff praised children and were positive in their interactions.

This area for improvement had been met.

Previous area for improvement 2

To promote and support children's well-being, improvements should be made to the way in which staff record important information about children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'My personal plan (sometimes referred to as a 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 10 February 2020.

Action taken since then

This area for improvement is carried over into this inspection 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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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