

Spinney Lane Nursery School Day Care of Children

13a The Spinney
Edinburgh
EH17 7LD

Telephone: 0131 664 9102

Type of inspection: Unannounced
Inspection completed on: 29 November 2017

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Care service number:
CS2003015860

About the service

Spinney Lane Nursery School is situated in a residential area of Edinburgh and is a stand-alone City of Edinburgh Council provision. The accommodation consists of an enclosed entrance leading to the office, staff room, large playroom which is open plan with two kitchen areas, children's toilets and parent/carer's room. There is a secure outdoor area.

The head teacher, depute head teacher and principal teacher will be referred to as the 'management team' throughout this report.

The nursery is registered to provide a care service for a maximum of 60 children aged 3 years to primary school age at each session, of which no more than 24 children shall have full placements.

The nursery's aims include the following:

'In The Spinney Lane Nursery School we aim to:

- Provide a safe, welcoming, caring environment for all our children and families
- Encourage confidence and positive self esteem
- Value and promote diversity and challenge discrimination
- Create opportunities for learning through child centred play, high quality activities and experiences
- Challenging children's learning and progression by providing a broad and balanced curriculum
- Encourage children to actively plan and evaluate their own learning
- Recognise and celebrate achievement
- Work in partnership with families, other professionals and the community
- Maintain a qualified, committed, enthusiastic team who meet the needs of all children
- Reflect on our practice and enhance our existing skills through continuous professional development
- Promote the Rights of the Child (as stated in the United Nations Convention on the Rights of the Child).'

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

The children appeared happy and content in their environment. They were engaged with the variety of activities on offer throughout the sessions. The staff and children had a good rapport and interacted well. The children confidently approached staff for help and support during their play.

We sent 30 Care Inspectorate care standards questionnaires to the service to distribute to parents. We received 11 completed questionnaires before the inspection. Parents agreed or strongly agreed that they were happy with the quality of care their child received in the nursery. Some parents and carers wrote comments which we discussed with the management team whilst ensuring their anonymity. Representative comments included:

'I haven't been with this service very long but when I have needed help or advice the staff have always been very friendly and able to help.'

'My child loves this nursery and always has a lot of stories to tell me at the end of session. Her learning and confidence has come on a great deal since starting this year.'

'It has been lovely becoming part of the Spinney - me and my child were made to feel welcome from the lovely settling in afternoons which was a lovely time I could spend with my child in the setting allowing him to become familiar. The staff are all lovely! They are interested in and relaxed with the children. My child loves coming! In looking for pre-school education I wanted somewhere committed to allowing my son to grow at his pace, feel confident and experience his learning opportunities through quality free play experiences. The staff at the Spinney offer this and much more!'

'We are very happy with Spinney Lane.'

'Highly recommend Spinney Lane Nursery to other mums. Always kept in the loop with what's happening in the nursery day to day via emails, posters in nursery. Staff always happy to help and very friendly and chatty when dropping off and collection. My daughter loves going to nursery to see everyone. Since starting nursery her confidence has grown so much and made so many friends. As a mum it's great to be invited to nursery to stay and play with my daughter. Also always kept up to date with my daughter's progress throughout her time at Spinney Lane. Well done.'

Self assessment

The service has 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:

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

What the service does well

Staff were nurturing and caring in their interactions with the children. Staff promoted children's independence and supported them to be responsible and to manage tasks on their own. For example, using pictorial prompts to serve themselves at snack time and free choice to ensure they experienced self-directed play opportunities.

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

A learning environment had been established which enabled children to lead the play and activities with staff's support. They were listened to and included in decision making at every opportunity. Planning was responsive and took account of children's ideas and interests and staff's observations. Children's Personal Learning Plans (PLPs) had improved and staff's observations of the children showed their learning and development.

Children were stimulated by the challenging age appropriate resources which were plentiful and supported their all-round development. Natural materials had been introduced into a variety areas of the playroom and children were encouraged to transport them around the nursery.

The outdoor area was well used and reflected indoor learning. Staff recognised the benefits to children of regular access to active outdoor play. The area offered the children opportunities for challenge and included the use of loose parts to offer open ended learning opportunities.

Healthy options were offered at snack times and a snack menu was displayed to inform parents. Staff supported children to brush their teeth and reminded them about washing their hands before snack and after using the toilet. This helped encouraged children to be healthy.

The delivery of the service was monitored and supported by the management team. They worked closely with the staff team to identify and implement areas of development within the service and to enhance positive learning outcomes for children. Regular weekly team meetings were used to discuss topics such as planning, health and safety, review of policies and self evaluation. The priorities identified by staff were displayed to inform parents and showed when they had been met.

Effective communication between parents and the nursery ensured staff shared information about their child with them. Parents were encouraged to be involved in the life of the nursery and had opportunities to comment on the quality of the experiences offered to their child.

What the service could do better

We discussed with the management team that children's next steps needed to be developed further to ensure staff recorded their learning and development and the ways they would support them. This had been identified by the staff team as part of their self evaluation and was a priority in their improvement plan. We will follow this up at the next inspection.

The nursery should continue to explore ways to further develop the very good practice we found during our inspection. They should continue to provide a quality service and to keep up to date with new legislation, guidance and best practice to help support positive outcomes for the children who attend the nursery.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

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	
23 Jan 2015	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 5 - Very good 4 - Good
1 Dec 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
12 Nov 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good

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