

Hermitage Park Primary School Day Care of Children

Hermitage Park
Edinburgh
EH6 8HD

Telephone: 01315 542 952

Type of inspection:
Unannounced

Completed on:
3 March 2022

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017031

About the service

Hermitage Park Primary School Nursery is provided by City of Edinburgh Council . The nursery is registered to provide a care service to a maximum of 30 children at any one time aged from three years to entry into primary school. The service is based within a one storey building in the playground of Hermitage Park Primary School. The building consists of toilets, a kitchen, reception area and the children have access to the playground for outdoor play.

We carried out an unannounced inspection visit to the service on Thursday 23 February 2022. Following the site visit, the inspection continued virtually through online meetings, email and telephone communication. As part of this process we:-

- carried out interviews and discussions with staff and the management team.
- sought feedback from families using the service.
- reviewed relevant documentation including a sample of children's personal plans and the service's Covid-19 risk assessment information.

This inspection was carried out by two Care Inspectorate inspectors.

Feedback was given to the management team and a local authority representative via an online meeting on Thursday 3 March 2022.

The aims and objectives of the service include the following:

"To provide a safe, secure and stimulating environment, to encourage positive attitudes to self and others, to develop confidence and self esteem in each child, to work in close partnership with parents, to create opportunities for learning through play, to stimulate interest and imagination, to help the child communicate ideas and feelings, to develop awareness of the wider world."

What people told us

During the inspection site visit we saw that children were confident and relaxed in their environment including their interactions with peers and staff. Children were observed taking part in a variety of experiences including outdoor play opportunities.

We asked the service to distribute an email to families on our behalf to provide them with the opportunity to give us their views. Feedback received was mostly complimentary about the nursery and included information about children's experiences. Some comments included:

"The nursery is a positive, caring, inclusive, and deeply respectful environment which seems dedicated to the welfare, support and nurture of each individual child."

"We are met daily at drop offs and pick ups where staff give regular updates about what my child has been doing that day."

"All the staff have been absolutely great at helping (my child) settle in. I was reassured that she was in good hands."

"(My child) is supported to express his desires of where to play and what to do at nursery as well as receiving encouragement to try new things, which will support his development further."

Some feedback included areas which parents would like to see developed, this included improvements to the outdoor environment. The service had already identified in their improvement plan that further resources for the indoor and outdoor environment were a priority. As a result we were confident that this was already under review and action was planned to make improvements. Further feedback from families was shared with the management team whilst maintaining confidentiality.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed the development of the service quality improvement plan and quality assurance processes. These demonstrated the priorities for development and how the quality of the service provision was being monitored.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	3 - Adequate

What the service does well

Children experienced care by staff who were kind, caring and nurturing in their interactions. Children and families were welcomed warmly to the service. Staff took the opportunity to speak with parents when children arrived or were collected to ensure children's care needs were consistent. Children were provided with transition/comforter objects when wanted or needed which helped them feel safe and secure.

Staff worked proactively with families and key agencies to identify strategies to assist children who required additional support. We saw that identified support strategies were carried through to support children, which positively impacted on individual learning and wellbeing.

Staff used child centred planning approaches and we saw examples of how this had positively impacted the learning experiences. This included setting up interest areas and more challenging activities such as a 'pully' in the garden so that children could transport different objects. These helped children to develop relationships with their peers, communication skills and the opportunity to explore different types of learning.

Staff and the management team engaged well in the inspection process and had a development plan in place. While this was yet to be embedded more fully, this demonstrated that the service were committed to their improvement journey. Staff had been supported to identify their own leadership roles so they could further to support children's experiences and outcomes. This included staff training and research to enhance outdoor play, numeracy and communication skills.

What the service could do better

The service gathered important information about children during their settle in process and staff knew children well. However, a system should be put in place to ensure all children have recorded personal plans. The service should monitor the quality of personal plans to ensure they include pastoral information, chronologies and any significant event which may impact children's wellbeing. Personal plans should evidence partnership working with parents and also demonstrate how the service will meet children's individual outcomes (see recommendation 1).

Children's health and safety was compromised at snack and lunch time due to staff deployment and competing demands for staff time. Children were not effectively supervised and were at times observed running with food in their mouth. This posed a potential risk of choking. Lack of staff engagement also meant there were missed opportunities in creating a sociable and relaxed environment for children to enjoy (see requirement 1).

Children's play experiences were interrupted as staff had to leave the activities to carry out other duties. While there were sufficient staff to meet required ratios, the competing demands meant that there were missed opportunities to extend children's learning (see recommendation 2).

Medication records were completed for children who required these. This contained a stepped approach detailing how staff should manage these conditions if necessary. However information recorded on medication forms was inconsistent with the instructions for use. This meant there was a potential risk to children's health and wellbeing as children may not receive the correct dosage at the right time to meet their needs (see recommendation 3).

The service should continue to assess the play environment and the routine of the day to ensure children can access high quality play and learning opportunities. Children's experiences could be further extended through additional loose parts, natural and open ended resources which can support children's curiosity and imagination.

Some infection prevention and control measures were being carried out such as good ventilation, adults physically distancing and appropriate use of face masks. However, a system should now be put in place to ensure cleaning procedures are being carried out effectively and in line with current infection prevention and control guidance. This would further support a safe and hygienic environment.

Requirements

Number of requirements: 1

1. By 14 April 2022 the provider must ensure there are sufficient staff to supervise children safely at snack and mealtimes.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states that, as a child: 'My needs are met by the right number of people.' (HSCS 30.15).

Recommendations

Number of recommendations: 3

1. All children should have a written personal plans recorded within 28 days of starting the service. This should record sufficient information to track children's progress and contain planned next steps to support their continued development. These should be monitored to ensure they are meaningful working documents, which demonstrate how the service meet children's personal outcomes.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states that, as a child: '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)

2. To ensure children's care and learning needs can consistently be met the provider should consider the routine of the day and deployment of staff to allow them to fully engage with children without interruption.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states that, as a child: 'People have time to support me and care for me and to speak with me.' (HSCS 3.16).

3. To ensure children's medical needs can be met the provider should ensure quality assurance systems are in place which effectively monitor medical care plans for accuracy.

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

Complaints

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

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

Previous requirements

There are no outstanding requirements.

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 each 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 23 August 2016.

Action taken on previous recommendation

An overview sheet detailed children's allergies and medical needs. This was located in a easily accessible area and staff were knowledgeable about children's allergies and how the risk could be minimised. Medication was in an easy to reach area for staff should this be needed.

While this recommendation has been met we suggested improvements should be made to the medication audit process to ensure all information is recorded accurately in line with the medication instructions for use. We have made a further recommendation in this report.

Inspection and grading history

Date	Type	Gradings								
23 Aug 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	Not assessed	Staffing	5 - Very good	Management and leadership	Not assessed
Care and support	5 - Very good									
Environment	Not assessed									
Staffing	5 - Very good									
Management and leadership	Not assessed									
3 Jun 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									
16 Jun 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>6 - Excellent</td> </tr> <tr> <td>Environment</td> <td>Not assessed</td> </tr> </table>	Care and support	6 - Excellent	Environment	Not assessed				
Care and support	6 - Excellent									
Environment	Not assessed									

Date	Type	Gradings	
		Staffing Management and leadership	6 - Excellent Not assessed
5 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 5 - Very good 5 - Very good

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