

Summarised inspection findings

Morningside Children's Nursery

The City of Edinburgh Council

14 May 2024

Key contextual information

Morningside children's nursery is a standalone nursery based in large traditional building in the centre of Morningside, Edinburgh. There are two large playrooms and one smaller playroom. The nursery is registered for 55 children. At the time of the inspection there were 40 children present. Twenty children over three and 20 children under three. There were nine children in the baby playroom, nine children in the Tweenie playroom and 22 children in the three to five playroom. The children have access to an outside area.

The nursery team of 8 practitioners is led by a manager. Children receive their 1140 hours entitlement as two days from 8 am -6 pm and one day 8 am -1 pm.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The nursery's vision, values and aims were reviewed by all stakeholders last year and displayed helpfully around the nursery. Practitioners model the values through their day-to-day practice. Children are supported very well to develop an awareness and understanding of the values in their day-to-day activities. In the subsequent review of the vision stakeholders should consider making the vision more succinct and personal to the nursery.
- The manager fosters a culture of reflection and collegiate professional learning within the nursery. She encourages practitioners to continually improve their practice using national guidance, particularly "Realising the Ambition". Practitioners access a range of professional learning from a range of resources including cluster meetings. They also visit other nurseries to learn from others. Practitioners should continue to engage in professional collaborative learning and effective practice beyond their own setting. All staff support each other and children and families very well.
- The manager effectively monitors the quality of learning guided by a detailed quality assurance plan. This quality assurance approach involves monitoring all aspects of the life of the nursery. All practitioners contribute well to self-evaluation discussions and development work linked to whole-school improvement areas. The nursery improvement plan includes specific priorities linked to identified need in the nursery. For example, enhancing leadership roles and embedding this into practice. As a result, practitioners take on meaningful leadership roles, including improving numeracy and literacy skills. They understand their important roles in improvement. Children across the nursery demonstrate their leadership in a few meaningful activities, for example, as snack helpers. In doing so, they take turns to show responsibility in leading snack time. Practitioners should now develop further children's leadership opportunities by providing an increased range of responsibilities. Improving the consistency of learning and teaching should continue to be a focus for the manager and practitioners in order to improve educational outcomes for children.

- The manager and practitioners regularly invite the views of children and their families to comment on a range of issues. Parental surveys indicate a high rate of satisfaction from parents on the support their children are receiving from the nursery. The manager should continue to give parents feedback about improvements made as a result of their input. This should help children and families feel more fully involved in the life of the nursery.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Relationships between children, practitioners and parents are positive and supportive. As a result, children feel safe and secure. There is a warm, welcoming and calm ethos which helps babies, toddlers and children to settle quickly and engage in their play.

Children under three

- Practitioners are caring and nurturing and as a result, children are happy and content. The learning environment is carefully considered and developmentally appropriate. Practitioners support children to enjoy and learn from the range of interesting learning opportunities available to them. Children explore physical resources with increasing confidence and independence. They would benefit from more time outdoors.

Children aged three to five

- Practitioners carefully plan the learning environment. As a result, children engage well in the range of experiences and opportunities that are on offer indoors and outdoors. They make choices about their own learning, making use of well-considered resources which are open-ended and accessible. Practitioners provide support to sustain and extend children's interest. The majority of children would benefit from more adult direction and support to extend their learning. Children's views are valued and acted upon. They are confident and responsible. Children carry out leadership roles, such as the garden safety checker and the snack helper. Involving the children in more leadership opportunities will enable them to contribute more fully to the setting. Children play well together and demonstrate kindness and empathy towards each other. Practitioners should continue to embed the use of digital technology to enrich learning.
- Interactions between practitioners and children are sensitive and responsive. Practitioners should develop their use of comments and questions to enhance and extend children's thinking and learning. Practitioners observe children and record observations and next steps on a digital learning profile. These are shared with parents who can also record their views. Practitioners should develop their observations to include a sharper focus on key learning and the specific skills children are developing. This will help practitioners to identify meaningful next steps to inform future planning and learning for individual children. Practitioners should consider how children can be supported further to reflect on their own learning.
- Practitioners plan over different timescales. Planning is both intentional and responsive. Planning is regularly evaluated. This now needs to include evaluations of children's individual progress across the curriculum to improve learning. Progress reports capture children's learning and next steps in learning twice per year in literacy, numeracy and health and wellbeing. Practitioners update developmental milestones regularly. The manager now needs to develop an overview to enable individual progress to be carefully monitor and tracked. This

will help identify areas that require further experience and help children to make the progress they are capable of. The managers plans for and makes timely referrals to partner agencies to ensure that children with additional support needs are appropriately supported.

2.2 Curriculum: Learning and development pathways

- The curriculum is matched to the stages of development of the children. Essential aspects for early learning, including wellbeing and communication is supported and developed well. Practitioners take responsibility for promoting early literacy and numeracy skills across the curriculum.
- Planning approaches are flexible and responsive to children's needs. The use of progression frameworks would support practitioners to understand more clearly where children are at with their learning to ensure it is effectively built upon. Practitioners should continue to develop planning to ensure continuity and progression through to the next stage of learning.

2.7 Partnerships: Impact on children and families – parental engagement

- The manager and practitioners work very closely with families and engage with them regularly. Practitioners share children's learning with parents successfully through learning journeys, floor books and twice-yearly reviews. All parents engage fully with these. Parents feel very welcome in the setting and play an active role in their children's learning. Practitioners invite parents to regular parents' meetings, 'stay and play' sessions and nursery events. Parents also visit the nursery regularly to read books to the children in a range of languages. The manager plans to invite grandparents to the 'stay and play' sessions to encourage inter-generational and wider family involvement. The manager has offered previously family-learning workshops to engage parents further. As planned, this should be reinstated.
- Practitioners use a range of approaches to keep parents well-informed including daily conversations and regular emails. They value their strong and productive partnerships with families and understand how this contributes to children's wellbeing. Parents appreciate the very caring and supportive approach of practitioners. Practitioners should continue to develop approaches and encourage parents to contribute further to the life of the nursery, for example sharing information from children's experiences and achievements at home.

2.1 Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Positive relationships between children and adults are a strength of the nursery. Practitioners underpin their work by promoting children's wellbeing. This results in a positive ethos and a culture of trust, where everyone is valued. Children are very happy and settled. They are kind and considerate of their peers and interact well with each other and with adults. They respond positively to practitioners' responsive interactions when meeting individual needs. Practitioners encourage children to talk about their feelings and discuss emotions in a range of ways. They provide effective enhanced settling-in programmes for those children who require them.
- Children are developing an awareness of wellbeing indicators through relevant experiences and daily routines. Most know how to be healthy and are becoming increasingly aware of how to keep themselves and others safe. Practitioners improve children's voice effectively by raising the children's awareness of children's rights. Children are becoming increasing more familiar of their rights and illustrate this when playing. Practitioners should consider further supporting this knowledge by creating a childrens' charter on their rights as set out in the United Nations Convention on the Rights of the Child. They could also develop the children's understanding of how the wellbeing indicators are aligned with children rights. Children enjoy sitting with friends during calm and relaxed lunches and snacks in playrooms. They discuss in detail the foods which keep you healthy. Children are developing good independence, social skills, and table manners through staff's support.
- The manager and practitioners are fully aware of their roles and responsibilities in relation to legislative requirements for keeping children safe and meeting their care and learning needs. They take part in appropriate training to ensure they understand procedures and policies. Practitioners identify quickly where children may benefit from individual input to help their learning. They know where to access additional support if required. This helps ensure children get the help they need to make progress in their learning. All children have a personal care plan that records their strengths and areas where they may require additional support. Regular reviews and updates to care plans ensure information is current and relevant.
- Practitioners value diversity and promote inclusion and equality through how they interact with and treat children and each other. Children learn in a climate of mutual respect where they value each other and their different interests and life experiences. A successful focus on gender and language throughout the nursery has ensured language used by all staff and children is inclusive. Practitioners celebrate well the multi-cultural nature of the nursery by using a variety of resources and opportunities. Practitioners should promote further children's understanding of being global citizens to develop their knowledge of diversity out with their immediate experience.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Overall, most children are making good progress in communication, early language, mathematics and health and wellbeing. Most children would benefit from additional challenge in their learning to ensure they are making the progress they are capable of.

Children under three

- Practitioners have a good understanding of how young children learn and develop. They use this to ensure that children are given opportunities to develop confidence and independence. All children can communicate their needs and wants. Children are mark making, engage with stories, participate in songs and rhymes. Children explore a range of loose parts and natural resources. Developmental milestones are updated regularly to reflect the progress children are making.

Children aged three to five

- Almost all children can communicate how they are feeling and what they need. Children's views and comments are captured within floor books and on annotated speech bubbles which are displayed throughout the setting. Almost all children can talk about their interests. When playing with others in a role play situation, the majority of children can contribute their ideas. In group discussions, most children can take turns to listen and talk.
- Almost all children listen with enjoyment to stories. They can choose their favourite books, and most can identify characters and settings. A few children can retell familiar stories. In their play, children enjoy making their own books and can describe the key features. Almost all children can recognise their own name. The majority of children should be supported to extend their understanding of rhyme. A few children would benefit from developing their ability to identify individual sounds within words.
- Children are developing their fine motor skills in a variety of ways, for example using scissors or playing with play dough. They have opportunities to develop their mark making skills, both indoors and outdoors. In their play, almost all children choose to make marks to communicate information and can share what their marks mean. The majority of children can use a pencil with control and confidence. A few can write single words and share it by reading aloud.
- Most children are working within numbers zero to 10, with a few working beyond 20. Through their sand and water play, most children use mathematical language such as heavy, light, full, empty, more and less. Most children can use this language to compare sizes and amounts.

Children explore the different properties of three-dimensional objects through their block play. They work together to plan, discuss and decide what to build and extend each other's ideas. Children can identify symmetrical patterns, match shapes and use recipe cards independently.

- Children benefit from supportive and nurturing relationships with practitioners. Well established routines support children to be confident and relaxed in the setting. Children enjoy preparing snack and eating socially with others. They are becoming increasingly independent in everyday tasks such as brushing their teeth, choosing their own healthy snack and dressing themselves to go outdoors. Children benefit from regular energetic outdoor play and have opportunities to develop gross motor skills in the outdoor environment. They are encouraged to manage and assess risk and, through group discussions, are developing their understanding about how to keep safe. The majority of children have well developed social skills. A few children are able to support others to share and take turns. All children would benefit from opportunities to talk about their own learning, strengths and next steps.
- Children's achievements are recognised and celebrated, for example on the achievements wall. Practitioners have very good relationships with families and a few families share achievements and successes from home. Practitioners know children very well as individuals. They now need to develop their understanding of the children as learners. This will help them to make professional judgements about children's progress and how children are learning and developing over time. Practitioners support children well who have gaps in their vocabulary, particularly children where English is their second language.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.