

Summarised inspection findings

Trinity Tots Nursery (early learning and
childcare standalone setting)

The City of Edinburgh Council

SEED No: 5526817

27 February 2018

Key contextual information

Trinity Tots Nursery is a nursery in partnership with The City of Edinburgh Council. Located in the Trinity area of Edinburgh, it is registered for children age birth to not yet started school. There are four playrooms, Bumble-bee room for children birth-two years, Ladybird room children two-three years and the Butterfly rooms for children age three-five years.

1.3 Leadership of change

weak

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 setting recently revisited its values and aims with children, parents and practitioners. They aim to provide high quality care and education in a homely and caring environment. Practitioners are at the very early stages of implementing the shared vision and reflecting effectively the context of the setting. The implementation of improvement and change, although showing a promising start, is only recently focusing sufficiently well on targeting improvements across the setting as a whole. Practitioners are now involved in an annual audit of the setting and there are plans to improve their skills as reflective practitioners. However, the monitoring of professional learning is at the early stages of development and does not focus well enough on building capacity or impact on children's experiences.
- Two managers now lead the setting and share the leadership and management responsibilities. This strengthened position aims to increase the training opportunities for practitioners. All rooms now value the importance of high quality learning alongside the nurturing ethos. Annual review meetings with practitioners and the nursery managers are beginning to identify more focused professional learning opportunities. As the leadership roles develop, the transition arrangements in place aim to ensure continuity in provision. As a matter of urgency, there is a need to clarify roles, responsibilities and accountability to ensure that the revised structure makes a positive difference on children's experiences.
- The recent review of leadership roles shows an improved strategic overview of the setting to lead and manage change. However, the remits lack clarity and new initiatives are not always evaluated or sustained. It is not clear who has overall responsibility and accountability for leading and managing the change. Policies that are available in written form are not reflected well enough in practice. There is a need for the senior managers to improve the leadership and rigor of systems and processes in relation to policies and approaches to keeping children safe and the monitoring and tracking of progress. There is an urgent need to clarify remits of all practitioners specifying responsibilities, accountability and evaluation of impact on the learning of children within the setting.

- The current improvement plan and standards and quality report takes account of national guidance through the National Improvement Framework drivers. Evaluative statements identify strengths, next steps and focus on professional learning. Identified priorities accurately reflect the need for the setting to continue to develop practitioner skills in self-evaluation and reflection evidencing the impact of interventions on children. Next steps, include a focus on reviewing the areas of development within the identified priorities with a view to show how these impact on children in the setting. Practitioners are not involved fully in the creation or monitoring of the plan and this is reflected in the pace of change and impact of the priorities.
- Individual practitioners are hardworking and committed to the values of the setting. They engage in professional learning that supports them to make positive changes on an ad-hoc basis. This benefits individual children and needs to be developed further to impact on the life and work of the setting as a whole. In addition, there is a need for the managers to identify and improve further the many strengths of individuals and use these skills across the setting in a planned and coherent way.
- Each of the rooms in the setting is led by a practitioner with responsibility to create a stimulating learning environment for children to learn and achieve. They manage the resources and equipment well and children access these freely and with confidence. Recently the improvements in the outdoor area and increased access to the local community supports well children's opportunities to learn in a real-life context. However, this is at the very early stages of development and there is a need to continue this positive start and ensure it is sustained.
- The setting is supported through a partnership arrangement with the local authority. There is a need for all practitioners to continue to develop a secure understanding of current thinking in high quality learning and child development theories. Continue to focus on professional learning for practitioners as individuals and for the team as a whole. In doing so, continue to focus on articulating the impact of activities and practitioner learning on children's experiences and progress.
- Overall, the setting recently made sufficient progress in creating a management structure that will support taking forward improvements on children's learning. However, this is at the very early stages of development and the strategic overview lacks sufficient focus to ensure all children make sufficient progress in their learning. There are examples of practice in each of the rooms which is led well by individuals and this needs to be shared more widely across the setting as a whole. In addition, the setting is now ready to take forward the strategic plan and ensure that priorities are evaluated rigorously and lead to coherence and progression for each child as an individual and the setting as a whole.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experiences 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 age 0-2 years and practitioners are nurturing and caring. As a result children are observed to be settled, safe and secure in their environment. A flexible and responsive routine allows practitioners the opportunity to meet the needs of individual children, taking account of information shared from home. Children play, learn and investigate using their senses as they explore a variety of natural materials. Children experience the outdoors on a daily basis through opportunities to play in the newly developed outdoor area and by going for outings in their local community.
- Children age 2-3 years have positive and nurturing relationships with practitioners, supporting them to feel valued, safe and secure. Responsive approaches to play and learning allow children to develop as confident, successful and responsible individuals. A range of appropriate resources both indoors and outdoors encourage children to develop their sense of curiosity and inquiry learning. The newly developed outdoor space is encouraging children to be creative and develop a sense of enjoyment, for example, as they have fun splashing in the water tray. Practitioners should continue to support children to explore and investigate their environment, allowing all children to develop as confident and independent learners.
- The positive and nurturing relationships between children age 3-5 years and practitioners are evident across the setting. Children confidently access a flexible learning environment and as a result they are observed to be independent and responsible learners. A wide range of open-ended resources fully supports children in their learning. Children are observed to be engaged and motivated in their learning, for example, as they explore space, planets and rockets through the use of a floor book and tablet computer. Children enjoy and are actively involved in learning through free-play and the opportunity to engage in a range of spontaneous play experiences. Practitioners should continue to explore further opportunities to engage all children in planning for their learning.
- Practitioners use their knowledge of child development to create a positive climate where children can experience a sense of achievement. This is supported through sensitive interactions and questioning, allowing children to develop their confidence, independence and promote their curiosity. Children are observed to have time and space to follow their interests. Practitioners should further develop their use of skilled questioning and child development theories to ensure more children are supported and their thinking challenged.
- Practitioners know individual children well and make observations of their learning. As a result this allows them to interact appropriately when necessary. Observations are

recorded in children's learning journals and these are shared with parents and carers. Planning is developed using children's interests and recorded in floor books and on the learning wall. The management team, working alongside practitioners, should now focus on developing clearer links between planning, observations and assessment. At times the same children, too often, became the focus of learning for the whole room.

- Revisit the improvement plan with an improved strategic view of priorities across the setting that lead to all children experiencing a broad early level curriculum and their learning is clearly tracked and monitored on an individual basis by key workers and across the setting by managers.

2.2 Curriculum: Learning and development pathways

- Practitioners use national guidance to plan learning activities. Planned learning for children age 3-5 years is based on Curriculum for Excellence. Children are involved in their planning and learning reflects their interests. The new outdoor area provides opportunities for physical play and investigation of natural materials.
- Visits to the local care home and surrounding areas such as the Botanic gardens extend children's learning well. They are supported well across the playrooms and through a flexible approach. There is a need to continue to develop further the positive learning experiences within the local community. Ensure that these opportunities develop children's understanding of the world locally and provide worthwhile and relevant contexts to learn and apply their skills.
- The setting's positive relationships with local schools enable children to benefit from transition arrangements that take account of their needs. School staff visit the setting and discuss the needs of individual children. In addition, the setting has developed further the positive relationships with Wardie Primary School through accessing their grounds as a setting for learning. Continue to develop this partnership and for further shared learning opportunities for practitioners, as planned, to take forward moderation and assessment approaches across the early level.
- Practitioners plan open-ended tasks very well that enable most children's learning to be extended. The curriculum has examples of challenge and enjoyment, depth and breadth. However, overall it lacks sufficient focus on coherence, progression and depth.

2.7 Partnerships: Impact on children and families - parental engagement

- Parents responding to inspection questionnaires are overall pleased with the setting and value the open door policy. They feel most practitioners are approachable and do what they can to ensure that children settle well and enjoy learning. A few mentioned the need to improve further communication and would welcome increased opportunities for them to be part of the improvement journey.
- The online journals provide opportunities for parents to comment on their child's learning. This helps practitioners plan learning taking greater account of children's needs and interests. The setting is continuing to promote and encourage all parents to participate and engage in this process. In doing so, they will develop further more effective approaches to share children's learning. In addition, practitioners plan to provide valuable opportunities for children to become increasingly skilled in talking about their learning.
- Continue to revisit the rationale and purpose of the online journals. Parents value the communication at drop off time with practitioners and spoke about how well practitioners know the children. Their request was for more photographs of their children learning in the setting. They suggested an electronic monthly overview of planned learning would enable them to support their child's learning more effectively 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. Areas for development have been agreed with the setting and the education authority that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

satisfactory

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.

- The managers and practitioners are proud of the caring relationships that they promote and develop with the children. They know children and their families very well and are focused on promoting a positive ethos for children to grow and develop. Parents speak positively about practitioners, the open door policy and how approachable they are when they raise an issue or concern.
- Practitioners are observed to show high levels of respect for the children and their families. They nurture children and model behaviours in relation to turn taking and cooperation that enable children to resolve issues independently.
- The nursery is an inclusive setting and practitioners work to promote equity through activities and in the resources that the setting uses. There are examples of texts written in Polish which children who speak Polish enjoy accessing. Stereotypes are increasingly challenged although boys were observed dominating a noticeable amount of the learning through their enthusiasm and interest. This needs to be monitored to ensure all children are equally motivated by the planned learning.
- Practitioners work closely with partners to access additional support for children with an identified need. They use individualised plans to plan learning and take account of additional guidance and advice from partner agencies. Practitioners are at the early stages of using wellbeing indicators to support the assessment and development of children's wellbeing. Continue, as planned, to develop these further and promote a deeper understanding.
- Record keeping by practitioners relating to safeguarding and child protection needs reviewed and improved. In addition, approaches to support children with identified needs through the 'record of need' need to be revisited. All practitioners need to be clear of children's identified needs and strategies to support them. There is a need to specify how children's progress in relation to targeted interventions is monitored.

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.

- Children age 0-2 years enjoy warm and nurturing relationships with practitioners which supports them to develop their emotional, social, physical and cognitive skills well. They explore a variety of sensory experiences and demonstrate increasing confidence and a sense of independence within their carefully considered environment. They are developing their physical skills well through playing outdoors and are encouraged to take risks in their play.
- Children age 2-3 years show increasing confidence in their play and in communicating their needs to others. They play well together and are developing their physical skills through regular outdoor play. Practitioners support children to make choices in their learning and develop their skills in early language, communication and mathematics. Practitioners should continue to use national practice guidance, Building the Ambition, as they develop their practice further.
- Overall, children are making good progress in communication and language. Most children confidently engage in conversations with practitioners and peers during free play and planned opportunities, for example, as they explored the story of Jack and the Beanstalk. Children were observed to use puppets whilst engaging in the story and confidently answering questions relating to the book. Most children are observed to show a keen interest in mark-making and developing their early writing skills, with a few children confident in writing their name. Practitioners should continue to build on opportunities for all children to express themselves vocally and creatively, thus allowing children to expand their early literacy skills.
- Most children are making good progress in numeracy and mathematics with most counting confidently to ten in routines and when exploring natural and open ended resources. They are observed to confidently talk about measurement as they discuss the size of their beanstalks, using measuring tapes to compare sizes. Children explore weights and measure as they independently use scales. Children enjoy exploring their learning environment and are motivated to engage in a range of opportunities both indoors and outdoors. As a result they are becoming confident, resilient and independent learners. Practitioners should continue to build on children's prior skills and knowledge to support all individual children to achieve positive outcomes in their learning.

- Most children age 3-5 years are making good progress in health and wellbeing. They show an understanding of their own emotions and how their actions affect others. Children are observed to use timers effectively while learning to take turns. Children have an awareness of the ways that they can support their own health and wellbeing, for example by making healthy choices and brushing their teeth. They demonstrate high levels of confidence and independence outdoors, developing their physical skills through climbing, riding balance bikes and playing with balls.
- Children's individual achievements from home and nursery are captured and celebrated. Practitioners use feedback and praise well to promote positive attitudes, encouraging effective cooperation and independence. Parents and carers are kept informed about their child's progress through regular information sharing, both formally and informally. Opportunities for regular discussions with managers would allow practitioners to share their knowledge of children and work in consultation with others to reduce any barriers to learning.
- Equity is promoted across all aspects of the work of the setting. There is a supportive and inclusive ethos, as a result there is a climate of mutual respect and trust. Practitioners take account of the differing cultural, socio-economic and linguistic backgrounds of all children and families. Moving forward there is a need to continue to monitor the uptake and accessibility of the additional activities that are chargeable. Over time the setting may be in a position to deliver a range of enhanced opportunities using the skills and talents of the many practitioners that they employ.

Setting choice of QI: 2.4 Personalised Support

- **Universal support**
- **Role of practitioners and leaders**
- **Identification of learning needs and targeted support**
- **Removal of barriers to learning**

- Children and families benefit from positive relationships with practitioners. Key workers are proactive in working with parents to understand and support the emotional needs of children. Children's interests are taken into consideration and inform planning. The setting is reviewing approaches to encourage parents to increase their engagement in their child's learning. Next steps are to continue to develop learning conversations with all children and ensure that they all make very good progress in their learning.
- Children's emotional wellbeing is supported by practitioners through the caring ethos that is evident across the setting. Children frequently engage in experiences that develop their independence. For example, when making play dough they access the ingredients with curiosity and care.
- Children lead their own play from the range of freely available resources. This helps them to sustain interest and concentration for long periods of time. Practitioners are aware of the benefits from uninterrupted play and this is working well for the majority of children. There is a need to continue to develop this approach through monitoring the engagement levels of all children. There are a few missed opportunities where a child's learning could be extended further through adult intervention either during or after a self-directed play activity. For example, when children are asked to join 'show and tell' ensure that the range of signifiers used for these small group activities meet the needs of all, including those with English as an additional language

1 Quality of care and support

Care Inspectorate grade: adequate

- We saw that most staff were nurturing in their care of children. Through conversation it was apparent that they knew children and their families well. There was continuity of care for the children as the core staff were a well-established team. There were good relationships between children, who were kind and caring towards each other. Staff modelled positive relationships between each other and the children. We saw that most children appeared confident in the nursery, they happily showed us around the nursery and spoke to us about what they had been learning.
- Children had opportunities to develop their physical skills through movement and energetic play. There was free flow play from the indoors to the newly developed outdoor area. The children age 0-3 years shared a garden which was a positive opportunity for children to interact with each other. Staff provided creative opportunities for children to develop physically and take risks.
- Children's voices and interests were used by staff to plan experiences for them. However, we saw that it was often the same children and we spoke to staff about ensuring that quieter children had the same opportunities and that planning for individual children's learning was not missed.
- A chef provided healthy home cooked food and had received appropriate training to assist them with this. Lunch time was a sociable experience when staff sat with children encouraging conversation, good manners and independence. In the Butterflies (3-5 years) room there was rolling snack and lunch which meant that children could choose when they ate. Tooth brushing was carried out in all rooms. All of this contributed to a healthy lifestyle for children.
- We saw that medication was not appropriately stored; it was disorganised and not clearly labelled. This meant that it could potentially take time for staff to find the correct medication for a child. We found that medication which should have been returned to parents was still stored in the cupboard and there was medication cream with no name as the label had worn away. This added to the confusion of what was stored in the medication. There was unclear information about children's allergies and the care that they should be given should they have an allergic reaction. Parents did not sign to say that they had given the first dose of medication to their child, this would ensure that staff knew the child would not have an adverse reaction to the medication. Parents did not sign to say that they knew their child had been given medication; this could put a child at risk of being over medicated. (See requirement 1).

2 Quality of environment

Care Inspectorate grade: Good

- Within the Butterfly (3-5 years) and Ladybird (2-3 years) room, children had free flow access

to the outdoors. Staff were respectful of children's play and play was not interrupted for routines or tasks.

- Planning was based on children's individual interests. Activities provided by staff encouraged children to be curious and explore. This included a variety of science activities in the Butterfly room. Children showed us their symmetrical pictures and told us how they had made them and explained symmetry to us. They also showed us their plants and explained what plants needed to survive. This demonstrated the depth of learning for some children.
- Outdoor areas had recently been developed for all playrooms. Staff had used toolkits to develop the environment. As a result of self-evaluation using environment toolkits with the rooms staff had introduced more loose parts and natural materials. 'Loose parts' are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. This contributed to empowering children's imagination and creativity and allowed them to explore and manage risk.
- Staff told us that they had used 'My world outdoors' when developing the outdoor area. Some staff had attended training and we saw the impact of this on the opportunities for physical development and risk provided. Two staff had attended training on Forest Kindergarten and the nursery had begun to introduce trips to the local woods at Silverknowes. They planned to introduce this on a more regular basis which would support children to be active and healthy.
- Staff made good use of the local community, this included trips to the museum, pet shop, hairdressers, local school and the police station. Children had visited a local residential home for the elderly and children had been involved with craft activities with them. This intergenerational activity encouraged children to care about others as well as building relationships.
- A parent who returned our Care Standards Questionnaires said 'It is a fantastic place with lots of opportunities for different play activities'.

3 Quality of staffing

Care Inspectorate grade: adequate

- We found most staff to be nurturing towards children; they recognised children's interests and were responsive to their needs. They were enthusiastic and confident in their roles and were willing to make changes and improvements which had a positive impact on outcomes for children.
- Staff had received a variety of training to assist them in their roles. We saw that as a result of Building the Ambition training staff had evaluated their practice and rooms, improving opportunities for children.
- We saw some staff used Higher Order Thinking (HOTs) when questioning children. HOTs encourages children to understand, infer, connect, categorise, synthesize, evaluate, and apply the information they know to find solutions to new and existing problems. To foster a

deeper understanding in children's learning, all staff should be supported and encouraged to use HOTs.

- Parents who returned our Care Standards Questionnaires and those spoken with on inspection said: 'Staff are wonderful and very caring' and 'Staff are always happy and ready to help'.
- During the summer there had been a movement of staff between rooms. Some staff felt that they needed more support and training around the new curricular area and planning. Some support had recently been given to staff from The City of Edinburgh Council Quality Improvement Officer as a result of which they had changed their method of planning. Management should have an overview of staff training and ensure that where needed, staff are offered further training to ensure the best possible outcome for children.
- Approaches to recruitment, selection and the appraisal and monitoring of staff need reviewed. We sampled staff files and saw that the policies were not robust and it was not always clear who provided references. In addition, references did not always reflect those identified in the candidates curriculum vitae (CV). We signposted the service to the best practice document written by the Care Inspectorate and Scottish Social Service Council 'Safer recruitment through better recruitment'. (See requirement 2).
- There was evidence that the monitoring of complaints against staff were not robust. (See requirement 3).

4 Quality of management and leadership

Care Inspectorate grade: Weak

- A new manager was appointed in October 2017, they had previously been the assistant manager. The manager then became the general manager. They told us that they felt that this would allow them more time to monitor and evaluate the nursery, as well as supporting staff. We saw some evidence of recent improvements, including changes to resources, staff using toolkits and improving the planning and floor books.
- We discussed with the manager the positive impact developing leadership roles amongst staff could have on the nursery and the outcomes for children. An example would be using the staff member with training in talking mats to assist other staff to facilitate opportunities for children with English as a second language.
- Regular newsletters were sent to parents to keep them informed and noticeboards were used to highlight what was happening throughout the service.
- We told the manager about 'Records that all registered care services (except childminders) must keep and guidance on notification reporting'. We asked her to familiarise herself with this as there were events which had occurred which were not notified to the Care Inspectorate.
- Two concerns raised by the public were not acted upon appropriately by the service. We have asked them to review their procedure when receiving concerns about the operation of

their service.

- In order to ensure the overall quality of the service the provider should develop and implement an effective quality assurance system. This must be effective in monitoring and evaluating staff practice and how the manager ensures the health, welfare and safety of children and use this information to make improvements. (See recommendation 1).

To be completed by the Care Inspector and inserted into the letter

During the previous Care Inspectorate inspection, the setting had five recommendations. From these four recommendations have been met. Outstanding issues relating to self-evaluation are carried forward in this inspection. As a result of this inspection, there are three requirements and one recommendation.

Requirements:

- To ensure the health, wellbeing and safety of children, the provider must ensure that:
 - Medication is appropriately stored and clearly labelled.
 - Medication no longer required by children at nursery is returned to parents.
 - There is clear information about children's allergies and the steps that staff should take.
 - Medication forms should clearly ask parents if they have given the child the first dose of medication.
 - Parents sign to say that they are aware that their child has been given medication by staff.
 - The medication policy and procedure adhere to best practice guidance and are followed by staff.

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

Timescale: within one month.

- To ensure the safety of children the provider must ensure that:
 - staff are recruited in a safe manner in line with best practice guidance. This should include having a clear record of whom the references are sought from and their relationship to the candidate as well as a having a verification system for referees.
 - The recruitment policy and procedure should be reviewed to ensure it is in line with best practice guidance. Management and staff should be aware of this policy and the importance of it being adhered to.

This is in order to comply with Public Services Reform (Social Services Inspection) (Scotland) Regulations 2011. No. 210- 9 Fitness of employees

Timescale: Within one month of receipt of this report.

- To ensure the safety and wellbeing of children the provider must ensure that where there are concerns about a member of staff's conduct these are clearly monitored and documented. A policy and procedure should be developed to ensure it is clearly detailed how concerns about staff should be dealt with.

This is in order to comply with Public Services Reform (Social Services Inspection) (Scotland) Regulations 2011. No. 210 15 Staffing.

Timescale: Within one month of receipt of this report.

Recommendation:

- There needs to be a clear focus on self-evaluation throughout the nursery. The systems already in place for self-evaluation need to be further developed to ensure continuous effective monitoring and improvement of the service.
National Care Standards for Early Education and Childcare up to the age of 16:
Standard 14 – Well-manage service.

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.

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