

Cargilfield Nursery School Day Care of Children

45 Gamekeepers Road
Edinburgh
EH4 6HU

Telephone: 0131 336 2207

Type of inspection: Unannounced
Inspection completed on: 3 March 2017

Service provided by:
Cargilfield School

Service provider number:
SP2003003571

Care service number:
CS2003016185

About the service

The service registered with the Care Inspectorate on 1 April 2011.

Cargilfield Nursery School is registered to provide a daycare of children service to a maximum of 45 children. All children shall be between three and five years of age. Full daycare of children can be provided. The service provider is Cargilfield School.

Cargilfield Nursery School is part of Cargilfield Prep School for boys and girls aged three to thirteen years of age. The service is situated on the west side of Edinburgh within easy travelling distance of the city centre and main transport links. The nursery is based in a purpose-built building on the campus across from the main school. It provides spacious classrooms for the Nursery through to P3. All have access to the outdoors or south-facing balconies. There is a multi-purpose hall linked to an open-air amphitheatre. The service operates Monday to Friday offering morning and full day places and activity and after school clubs during school terms. The service is in partnership with the City of Edinburgh Council.

The aims of the nursery as detailed in the improvement plan are as follows:

- Provide a happy, safe and stimulating environment where every child is valued and has the opportunity to feel confident, to be an active learner and form friendships.
- Provide a wide range of learning experiences for all children, taking into account their age and stage of development.
- Work in partnership with parents to support the children's learning by exchanging information and sharing their experiences at home and school.
- Ensure a smooth and confident transition into Primary One and work closely with our colleagues in order to facilitate this step.
- Maintain a high standard of professionalism through staff development and constant evaluation of our work.
- Develop and maintain positive links with both the local and wider communities.

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 Getting It Right For Every Child. They are: Safe; Healthy; Achieving; Nurtured; Active; 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.

What people told us

At the time of the inspection, we gave fifteen questionnaires for parents and three for staff for the service to distribute. Twelve parent and two staff questionnaires were returned to us.

Everyone who spoke to us during the inspection and who returned questionnaires, expressed a high level of satisfaction with the service. In the questionnaires returned, 100% either agreed or strongly agreed they were happy with the quality of care their child received and that staff had the skills and experience to care for their child and support their learning and development.

Parents/carers told us:

The way they adjust to the child's talents is excellent. They are in touch all the time by emails and small videos of children at play. They are well catered for on the sports side, good opportunities and the music is excellent.

The nursery has been great. The teacher is very nice. Staff are always welcoming and friendly. They set good boundaries and my child has settled really well. Parents get clear information and feedback on a daily basis. We get an email on a Friday, with round up of the week and what's coming. They upload images of what the children are doing. It's a credit to the team that the nursery runs so well.

I'm impressed by the stimulation and happy with the provision.

Some parents wrote comments in the questionnaires:

We are absolutely delighted with Cargilfield Nursery and have every confidence it is the best place for our child. It is very clear that the children and the staff are happy and communication between staff and parents (and staff and children) is excellent.

My child enjoys nursery very much and has formed lovely friendships and feels confident and comfortable there. The teacher is very caring and empathetic, very approachable as a parent and for my child. My child has thrived socially, emotionally and academically, couldn't ask for a better teacher in any way.

The staff are always very approachable and take the time to listen to any questions or suggestions I may have. They show a good deal of patience when my child gets frustrated with an activity. They are very encouraging and enthusiastic with the children and are able to employ different techniques with the children when teaching them, understanding the different styles of learning.

The progress our child has made has solely been due to the time and effort of the entire staff. We cannot fault the surroundings or level of care provided.

We could not be more delighted with the service and care we and my child receive from Cargilfield. They are exemplary.

Delighted with the way my child has grown in confidence since being at Cargilfield.

Fantastic staff and facility too. Really happy with level of care and attention my child receives. Staff always happy to greet and meet.

Self assessment

The Care Inspectorate received a fully completed self assessment from the service. Information from this was used in the writing of this report. The service highlighted areas of good practice and identified some areas for improvement.

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

During the inspection we considered the quality of care and support and the quality of management and leadership. We assessed them as very good.

The service worked closely with parents to support the transition from home to school. They listened to parents and used relevant information to help children settle, valuing the parents' contribution. Parents told us: 'It is very clear that the children and the staff are happy and communication between staff and parents (and staff and children) is excellent.' Settling in strategies and the caring, nurturing way in which children were welcomed in to the nursery, resulted in happy children ready to play and learn.

Seamless transitions from nursery to primary one happened due to the many opportunities throughout the nursery year for children of both stages coming together. This resulted in the children and staff getting to know each other well prior to moving on.

During discussions at lunch and snack times, we saw that children were developing an understanding of how good nutrition and effective hygiene supported them to stay healthy.

Staff listened to and asked children questions about their interests, respecting and responding to their ideas. This resulted in child-centred planning being used to provide meaningful learning opportunities that had arisen through children's interests and everyday conversations. Throughout the session, we saw inquisitive, busy children experimenting and playing.

Staff skilfully asked open-ended questions such as 'what if?', 'is anyone up for a challenge ...' challenging children in their thinking and learning. The staff team had high expectations of all children, resulting in confident, motivated, successful learners. Staff introduced mathematical and scientific language during activities which children immediately began to use, increasing their knowledge and vocabulary.

Resources were effectively provided and used to sustain children's interests and extend their learning. Children were recognising their names, becoming aware of letter sounds and exploring rhyming words. They were showing an interest in mark-making and keen to write their names. This stimulated children's enjoyment and enthusiasm for learning, developing confidence and skills in a challenging, learning environment.

The service provided many opportunities for open-ended play. In particular, in the outdoor area, during a particular activity, we saw happy children enthusiastically negotiating with each other and playing cooperatively for extended periods of time. They were deeply engrossed in discussion and activity, supporting each other to achieve their goals. The service had developed a rich, interesting, outdoor learning environment parts of which were inspired by the latest good practice guidance on 'loose parts play'.

On-line learning journals were a record of children's work, celebrating the children's attainment, progress and next steps in learning. We found staff used their training and expertise to complete these to a high standard sharing children's learning and achievements with their families and giving them the opportunity to revisit and discuss areas of their learning.

The service sought feedback from parents when the journals were introduced and received many responses, all of which were extremely positive.

We found the Management and Leadership of the service was very effective. The service self evaluated using How Good is Our Early Learning and Childcare, Child at the Centre and developed a nursery Improvement Plan which was a working document clearly defining the service aims, priority areas and how these would be achieved for continuous improvement of the service. Lines of communication and team working were very good and management and staff were professional, resourceful and well organised. There were many opportunities for staff to share learning and best practice. The teacher had designed and produced stickers for children to highlight to them all areas of their achievements based on SHANARRI wellbeing indicators.

What the service could do better

The service was performing to a very good standard. They should continue to develop high quality self-assessment procedures in accordance with How Good is Our Early Learning and Childcare and ensure all staff continue to make accurate judgements about children's progress against the Early Level Experiences and Outcomes and the Edinburgh Literacy and Numeracy trackers, as per their improvement plan.

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
26 Nov 2013	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
9 Feb 2011	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership Not assessed
17 Sep 2008	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good

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