

Newbyres Nursery Day Care of Children

Newbyres Hall
5 Hunterfield Road
Gorebridge
EH23 4TP

Telephone: 01875 898 060

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

Service provided by:
Newbyres Nursery Limited

Service provider number:
SP2015012549

Care service number:
CS2015339700

About the service

Newbyres nursery is situated in the centre of the village of Gorebridge, Midlothian. The nursery was split up into rooms for the different ages/stages. With a Communication focus rooms were named Babbling Babies, Talkative Toddlers, Chatterbox 2s and Early Learners (approx 2.5-5 years). Two garden areas offered a variety of outdoor experiences to children of all ages.

The nursery is registered to provide a care service to a maximum of 58 children at any one time aged between 3 months and primary school entry.

The vision and values are to:

- Meet the individual needs of all children to ensure their health and wellbeing, by observing, monitoring and evaluating their progress and development.
- Provide a safe and secure environment, in which children will thrive, parents/carers will feel included and staff will feel supported and valued.
- Provide a welcoming and open environment where everyone's contribution is positively encouraged, valued and respected.
- Improve our service through reflective self-evaluation.
- Promote positive attitudes to diversity and difference, helping children to learn and value different aspects of their own and others' lives.

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 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.

What people told us

At the inspection we met confident, happy and well settled children. The older children were curious to know who we were and took great delight in showing us around their nursery and garden.

Of the twenty sent, we received ten completed questionnaires from parents. Feedback in these were complimentary with all strongly agreeing that they were happy with the quality of care their child received in the service.

Parents told us:

'Newbyres is an excellent nursery. The staff are wonderful, kind and thoughtful. The building is a joy. The staff accommodate all my sons needs and provide thoughtful holistic care. I cannot rate them highly enough'.

'My daughter has been at Newbyres for almost a year now and I couldn't be happier with the care she gets there. They provide wonderful activities and trips for them, such as the visits to local care home and a recent trip to pets at home to promote responsible pet ownership. Mel and the team are very supportive. I can't rate them highly enough'.

'Newbyres is a lovely little nursery. My child has settled in really well. All the staff are lovely and very professional'.

'My child has allergies and the cook always makes sure she never comes into contact with any food that would put her at risk. She also gives her a good choice for her breakfast and lunch'.

'My child enjoys her days at Newbyres, especially the outdoor time and developing friendships'.

'I cannot praise Mel and her staff enough. I had lots of fears and anxieties over my son in general. Knowing how I felt the staff, especially (XXX) made me feel at ease and it wasn't long before they had my full trust with my son. Newbyres is the best thing to happen to both of us'.

'Staff have been very helpful and knowledgeable during my child's time there. I have had some concerns regarding her development both at home and at nursery for which they have given me suggestions to try and its helped a lot. I am very happy with the service and care given. My child loves her time there and always looks forward to going'.

'This is a lovely, friendly and welcoming nursery. The staff are caring, vigilant and approachable. I feel confident leaving my child in their care'.

'Newbyres is an exemplary nursery. The staff are exceptional and activities are fantastic. We particularly love the 'Intergenerational Project' - it has clearly had a positive effect on my eldest son. My youngest has been in both the baby and toddler room and has come on leaps and bounds in terms of communication. We took our sons to Newbyres after concerns we had about (XXX nursery). We are incredibly happy we made the move and know our sons will flourish there. They are always happy there'.

'My daughter loves her nursery days. She has learnt so much and has friends at her age that I think is great'.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	5 - Very Good
Quality of staffing	5 - Very Good
Quality of management and leadership	5 - Very Good

Quality of care and support

Findings from the inspection

Staff were attentive towards the children in their care and responsive to their individual needs. They clearly understood the importance of nurturing children and valuing them as individuals with their own unique personality, individual needs and aspirations. Children were encouraged and inspired to share their thinking and talk about their interests which were acted upon by staff.

Children joyfully ran into the service and staff were quick to give physical comfort and a gentle hand of reassurance to those who were new to the service. Children benefitted from a calm, respectful approach and were encouraged by staff to make their own choices, express their views which helped them feel relaxed and valued.

A variety of group work and events were successful in encouraging parents to be part of nursery life. This inclusive and welcoming approach meant parents and staff worked together to share information and expertise, and to make decisions in order to give children rich experiences and influence outcomes. The use of online Learning Journals encouraged parents to be involved in their child's care and learning. The instant notifications of staff observations meant parents were continuously kept up to date about their child's day, development, achievements and special moments.

Being part of and contributing to the local community was important to this service. Through their Intergenerational project children made weekly visits to a local care home where they were able to build relationships with and learn from older people in the same community. Furthermore, a weekly gardening club with volunteers from Gorebridge development trust as well as use of the nature garden around the ruin of Newbyres Castle for Forest School activities all contributed to children's community involvement and health and wellbeing.

With a strong focus on the development of communication skills and social skills from a very early age, staff used Signalong (signing & speech) as a bridge to spoken language. Children with potential barriers to their learning and development were identified and appropriate agencies were involved, ensuring effective meeting of needs. The nursery had a range of links with outside agencies who were able to offer support and guidance to staff in order to best meet the needs of children. To support this work, meetings were held to ensure staff were fully aware of children's desired outcomes and targets in place to support them to achieve their potential.

Children learned about the importance of eating healthy foods through daily discussions and planned topics. They benefited from a variety of nutritious and well-balanced meals and snacks with fresh water and milk. The nursery chef and staff were able to tell us the procedures in place to ensure children's allergies, dietary and medical requirements were sensitively and appropriately respected and met. Growing of vegetables and herbs provided children with many positives such as developing life skills, providing practical experience, giving access to fresh healthy food and the opportunity to spend time outdoors and be active.

The carefully planned transition programme ensured that transition to school was smooth and children were confident and well-prepared when they moved on to the next stage in their learning. From talking to staff we could see that they understood that the transition experience started well before, and extended far beyond, a child's first day of school and that starting school was a major transition for children and their families. This helped support children's emotional wellbeing as they were able to establish relationships and form attachments.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of environment

Findings from the inspection

Children benefited from being cared for in a beautifully restored Victorian building. The use of low level windows meant that the younger children could look out the window and watch the world go by.

Playrooms were well organised and planning took account of and reflected the different needs, stages and interests of children attending. This enabled children to take the lead in their learning as they planned and organised their own activities. We felt that the younger children could have used the quiet room and the resources within it more often. We discussed that this would be more in keeping with the service ethos of 'children learning best through natural play with open-ended and natural resources'. The manager took this on board and agreed to review this with staff. Staff observed children and talked to them about what they were doing, using the information to support children in their learning. This contributed to children feeling valued, listened to and confident about voicing their opinions.

With a strong emphasis on outdoor learning children accessed the outdoor area every day and were free to go in and out as they pleased, which helped ensure they were active and healthy. The well thought out gardens allowed children to enjoy the natural environment, use their imagination, be adventurous and physically active. They were given opportunities to experience risk and challenge in their play, supported by staff who had attended training on this.

Staff were very aware of the different risks to the children in their care and acted promptly when needed. Effective systems were in place to identify issues and ensure that any intervention was provided promptly in relation to development needs, support for the family or child protection.

Security measures were adhered to. Children were safety aware and told us about the rules they had made up to 'keep safe'. At forest schools children participated in activities such as den building, tree climbing and fire pit building. This meant that children were given a chance to engage freely in risky, adventurous play and therefore quickly learn to assess their own skills. These actions helped to keep children safe.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of staffing

Findings from the inspection

The strong sense of team spirit led to staff being happy in their work with a commitment and determination to provide children with a safe, nurturing and inclusive environment that was essential to their well-being. Staff told us, "I love my job", "I'm very keen to do lots of training and she (the manager) is very supportive of this" and "our private Facebook page is great for us to share our ideas". In our questionnaire, all parents confirmed that they were confident that the staff had the skills and experience to care for their child and support their learning and development.

Staff Personal Development Review System helped staff reflect on their own performance and think about how it affected the children and the service. This assisted staff to acknowledge their achievements, track their progress, notice the gaps in their knowledge and skills and make plans to further their professional development.

Staff meetings were planned in advance. A standing agenda ensured important aspects of the service were discussed regularly and planned actions were followed up. A variety of staff quizzes ensured staff were able to learn from each other and up date their knowledge in a fun, relaxed manner. All staff commented on the success of their staff meetings, describing them as "great", "inclusive", "informative" and "supportive".

Leadership was promoted with staff having roles and responsibilities such as Outdoor Learning leader, Health and Safety officer and Eco-coordinator. This, as well as peer review and evaluation meetings contributed to meeting the priorities within the service improvement plan. This meant that staff were able to make decisions based on their in-depth knowledge of the children and the routine of the playroom. The manager gave staff the autonomy that allowed them to take responsibility and ownership of their work.

The management team were motivated and professional in their role. They met with other professionals in the local area and attended a variety of seminars which created an opportunity for good practice to be shared in group discussions and through visiting each other's settings. Staff had been given the opportunity to visit other nursery settings and we could see that this had empowered staff to make positive improvements to their practice and the nursery. For example setting up a lending library for families.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

Findings from the inspection

Working in collaboration with external agencies and welcoming them into the service to support children meant children continued to be supported to reach their potential. The service used Getting it Right for Every Child (GIRFEC) documentation to ensure relevant information was shared to help protect children.

The service worked in partnership with the local authority. We read reports and saw actions taken that demonstrated a professional and proactive approach to feedback from the Quality Improvement officer.

Parents and children were encouraged to give regular feedback about the service. A summary of action taken by the service was shared with parents. This helped instil confidence that suggestions and comments would be taken on board.

Regular management and staff meetings meant that there was continual evaluation and discussion of their work. Staff were involved in the quality assurance system which was helpful in giving them autonomy and ownership of what was happening in the nursery.

The manager was in the nursery on a daily basis so able to observe staff practice and offer guidance for continuous improvement. Regular audits to assess the quality and effectiveness of staff practice were carried out. This included observation in the playrooms and an oversight of records in matters such as health and safety checks, outdoor play experiences, children's learning journals, risk assessments and planning for children's play. Audits were in line with current local authority guidelines and best practice, for example Building the Ambition toolkit and How Good Is Our Early Learning and Childcare (HGIOELC).

The management team provided strong and ambitious leadership to the committed staff group. We saw a clear shared vision and a determination to provide care that put children at the centre which ensured their needs, choices and wishes were met.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

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

There are no outstanding recommendations.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

This service does not have any prior inspection history or grades.

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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