

# Blossom Tree Children's Nursery Day Care of Children

2 Newtoft Street  
Gilmerton  
Edinburgh  
EH17 8RE

Telephone: 0131 664 4944

**Type of inspection:**

Unannounced

**Completed on:**

14 December 2018

**Service provided by:**

McMorrine, Julie

**Service provider number:**

SP2010011217

**Service no:**

CS2010274497

## About the service

Blossom Tree Children's nursery is registered to provide a care service to a maximum of 32 children aged from birth to entry to primary school age with no more than ten children aged under two years.

The service operates from a converted detached house in the south of Edinburgh. It is open between the hours of 8.00am and 6.00pm, Monday to Friday.

The nursery is a Partner Provider with the City of Edinburgh Council in delivering pre-school education. This means that children between the age of three years and five years received a part funded place.

There is a baby room upstairs where children ages three months to two years are based. Downstairs children aged two years to five years have access to play in two adjoining playrooms, one for each age group (2-3 years and 3-5 years).

Separate gardens were used for the different age groups.

There was a separate kitchen area, an office, toilets and nappy changing facilities.

The aims of the service were stated as follows:-

'At Blossom Tree Children's Nursery we aim to support and nurture each individual child within their early year's development - recognising the importance of child centred early year's education within a natural environment'.

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. There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included.

## What people told us

The children we met on inspection appeared to be confident and easily engaged with staff. They were happy to chat with us and show us around their playroom.

In preparation for this inspection, we sent 20 care standard questionnaires for parents to complete. We received 12 completed questionnaires with all respondents telling us that overall they were happy with the quality of care their child received at the service. Comments included:

'My daughter loves Blossom tree nursery and all the staff. She has attended the nursery for over two years and I couldn't be more happy with the care she has received. I would recommend this nursery to anyone'.

'I could not rate the nursery highly enough. XXX is an amazing staff member along with all the girls so friendly and nothing is a problem. My child gets so excited when she sees the door and that makes me so happy knowing she is happy. Communication is key and to me they have it spot on'. This parent went on to give specific information about her child's needs and was complimentary of the way in which staff met these needs.

'Overall staff is good and outdoor space for kids too small. Back garden could be bigger with more activities to do'.

'Staff are always there to greet you at the door, all have a fantastic professional attitude which makes me confident leaving my daughter at nursery. My daughter is now very confident and mixing well with other children thanks to the staff in the baby room! Days are filled with garden time, messy play and eating which my daughter loves! Amazing staff, amazing nursery - we love it'!

'I couldn't have asked for a more flexible and reliable nursery for my child. Both my girls love it and are treated better than I could have imagined. Certainly no regrets about sending them here'.

'My baby loves being at nursery. The minute I take her into the room, she is more than happy to see me go. This proves to me that she receives great care'.

'My son is almost four and has attended Blossom Tree since he was ten months old. I can't think of a single incident where I have felt let down by the standard of care. The staff are, without exception brilliant. My son will really miss them when he goes to school'.

'I have used Blossom Tree over a number of years now and I am still very happy with the service they provide. The staff are excellent and show genuine care and compassion for the children. Also the fact that the current 'leader and management' team have been in the nursery for several years speaks about the care, commitment and experience from the staff. My son is always happy and I always receive detailed information about his day and the home learning journals are very useful'.

'The staff are fantastic and my little boy loves to attend. I think the nursery would benefit from more space, however that is not a reflection of the staff'.

## Self assessment

The service has not been asked to complete a self assessment in advance of the inspection. We looked at their Standards, Quality and Improvement plan.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	4 - Good
<b>Quality of environment</b>	4 - Good
<b>Quality of staffing</b>	4 - Good
<b>Quality of management and leadership</b>	4 - Good

## Quality of care and support

### Findings from the inspection

Children throughout the nursery were seen to be happy, confident, engaged in play and having fun in the care of responsive and nurturing staff.

A particular strength of this setting was in how children were supported with transitions. The process was flexible to accommodate each child's individual needs and keyworkers worked confidently in partnership with parents in allowing a smooth transition for their child.

Routine opportunities to be independent in their self-help skills were on offer. Children were involved in the preparation of snack and one child proudly pointed to the morning snack stating "I made mango muffins". On the day of our visit children were also involved in the making of soup for their lunch. The rolling snack programme allowed children the opportunity to play uninterrupted during the session and decide for themselves when they were ready to have their snack. To enhance the mealtime experience and encourage further independence, the setting should consider providing additional tables for meal times.

The service used online learning journals which enabled staff to communicate information directly to parents about their child's learning and development progress. We discussed the need to continue to develop good quality observations of children's experiences and achievements in a meaningful way. The manager acknowledged this was an area for further development and had a quality assurance system in place to support this.

Staff showed confidence in ensuring they listened to and involved children in sharing their ideas, interests and having a voice through the use of floor books. This led staff to identifying children's interests and enabled them to create a unique child led approach to learning experiences.

An area of development for the setting was to develop schematic play (which is described as patterns of repeated behaviour thus allowing children to explore and express developing ideas and thoughts through their play and exploration). Some staff were using this knowledge to support children's learning by identifying when they were engaging in schematic play and provided the appropriate resources for this. Staff need to continue to build their knowledge and skills in this area.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of environment

### Findings from the inspection

Children were happy and confident in their environment. Since the last inspection, staff had worked hard to make improvements to the layout of the playrooms and resources. Children were busy and engaged in the resources that were stored in a manner which meant they could be accessed easily. This allowed them to make independent choices about their play and learning. Staff used appropriate questioning to support learning and extend children's experiences.

Children were actively using loose parts across the nursery and in the outdoor area. This meant children's imagination and creativity was enhanced as they played with materials that could be moved, carried combined redesigned lined up taken apart and put back together in multiple ways. Staff were confident in supporting open-ended play and had introduced further loose parts into the older children's home corner in response to observations of children transporting natural resources from across the nursery. Staff in the baby room were attuned to children's needs and changed experiences and activities to suit.

The nursery garden provided children with opportunities to be active and creative within different areas. Staff explained the changes they had made to children's outdoor play experiences following training they had attended. This meant that children were now participating in more arts and craft activities within the nursery garden, adjoining community garden and further afield in nearby woodland areas.

We discussed the need to review gather time with the children and if it effectively meets the needs of all the children.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of staffing

### Findings from the inspection

The staff continued to build working relationships with each other, with children and their parents. Staff were caring and had built supportive relationships with the children. They were responsive to children's individual needs which helped children to feel nurtured and included. Parents found staff helpful and friendly and were pleased with the good relationships they had developed with them and their child.

Staff told us about the induction process that was in place which helped prepare them for their specific role within the team. This comprised of policies and procedures, risk and safety, support available and best practice documents. This process respected and included staff during this time in their employment.

Staff discussed with us how they had supported individual children and families and the impact this had. They knew children well and had formed positive relationships. Baby room staff celebrated children's achievements and were proactive in responding to their ever-changing needs and interests. This helped improve their self-esteem and confidence. Older children chatted with staff about their home life, were having fun and clearly felt at home in their surroundings. This demonstrated that staff knew the importance of children experiencing warmth, kindness and fun.

Core training such as child protection, first aid and food hygiene had either been completed or had been planned so that children were helped to stay safe. Staff had a clear understanding of their role and responsibility in keeping children safe and all staff had attended child protection training. The management team were

supportive of staff training needs and there was a culture of continuous improvement. Staff meetings meant that key information was shared with staff and important conversations took place. There were systems in place for monitoring the service which included staff practice and staff told us that they felt supported by the management team.

We saw that staff were nurturing in their interactions and were well aware of their role to ensure children were safe and included in line with the well-being indicators. Some of the staff could link the wellbeing indicators into their everyday practice but other staff were not confident in how these need to be embedded into the ethos of the setting and require further training to build their knowledge and skills.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

The manager demonstrated commitment and strived to do their best to meet the needs of children, their families and staff. They were based within the setting, enabling them to be readily available to both staff and parents. This meant they had an understanding of what was going well and areas in need of further development. The welcoming ethos within the service encouraged parents to enter the playroom with their child when taking them to and from the service.

There was a good level of engagement between the manager and staff team throughout the inspection which suggested a keenness to improve. Management were committed to the on-going development of the service and were receptive and open to new ideas and practice to improve outcomes for children.

An improvement plan was in place which identified key areas for improvement and we saw that some progress had been made. Staff told us that the improvement plan had been shared with them and that they had been given responsibilities based on their interests and skills.

Parents had opportunities to influence provision. This included using a voting system, and online questionnaires. In addition to this, informative displays in the hall gave parents the opportunity to view and engage in developments. This demonstrated parent's evaluations were valued and used to develop the service further. In our questionnaire, all parents confirmed that they and their child had been involved in the development of the service.

## Requirements

**Number of requirements:** 0

## Recommendations

Number of recommendations: 0

Grade: 4 - 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

#### Recommendation 1

In order to impact positively on outcomes for children, staff should be recording unique outcome focussed observations about children that clearly identify their learning and next steps. National Care Standard Early Education and Childcare up to the age of 16: Standard 6 - support and development.

**This recommendation was made on 30 January 2018.**

#### Action taken on previous recommendation

We agreed when the manager told us that improvements had been made and these were still a work in progress. We were confident that this was being addressed and therefore have concluded that this recommendation had been met.

#### Recommendation 2

In order to meet that needs of all children in the nursery, the provider should carry out a review of how the manager's time is spent and the appropriateness of employing inexperienced staff. National Care Standard Early Education and Childcare up to the age of 16: Standard 12 - confidence in staff.

**This recommendation was made on 30 January 2018.**

#### Action taken on previous recommendation

An additional member of staff had been employed to cover staff breaks which has resulted in the manager having more time to spend on managerial tasks. Therefore this recommendation had been met.

## Recommendation 3

In order to ensure children are supported by suitable staff, the provider must ensure that all of the staff working in the service are recruited in line with safer recruitment practices. This must include obtaining a satisfactory Protection of Vulnerable Groups check prior to a successful candidate starting employment.

National Care Standard Early Education and Childcare up to the age of 16: Standard 12 - Confidence in staff.

**This recommendation was made on 30 January 2018.**

### Action taken on previous recommendation

On reading staff files we were confident that the service were now following current safer recruitment best practice. Therefore this recommendation had been met.

## Recommendation 4

In order to promote improved learning outcomes for children the service should consider how it develops and monitors staff practice. This is to support a consistency of practice across the nursery, particularly in relation to meeting children's needs. National Care Standard Early Education and Childcare up to the age of 16: Standard 12 - Confidence in staff.

**This recommendation was made on 30 January 2018.**

### Action taken on previous recommendation

Now that the manager was supernumerary to the staff - child ratios, they were able to spend more time supporting and overseeing staff practice. Therefore this recommendation had been met.

## Recommendation 5

The service should develop robust monitoring and evaluation systems to ensure that the quality of the service is monitored and assessed regularly. This should include but not be restricted to : individual personal plans, care plans, medication, staff practice and deployment of staff. National Care Standard Early Education and Childcare up to the age of 16: Standard 13 - improving the service.

**This recommendation was made on 30 January 2018.**

### Action taken on previous recommendation

The manager now had a system in place to monitor what was happening in the service. Therefore this recommendation had been met.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

**Enforcement**

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

**Inspection and grading history**

Date	Type	Gradings
30 Jan 2018	Unannounced	Care and support 3 - Adequate Environment Not assessed Staffing 3 - Adequate Management and leadership 3 - Adequate
14 Mar 2016	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
10 Oct 2013	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
17 Apr 2012	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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