

# Cranley Nursery Lanark Road Day Care of Children

438 Lanark Road  
Edinburgh  
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**Type of inspection:**  
Unannounced

**Completed on:**  
17 April 2024

**Service provided by:**  
Cranley Nurseries Limited

**Service provider number:**  
SP2013012215

**Service no:**  
CS2015340044

## About the service

Cranley Nursery Lanark Road, is registered to provide a care service to a maximum of 69 children at any one time, aged from three-months to not yet attending primary school, of whom no more than 16 are under two-years.

The service is located in the South West area of Edinburgh and is delivered from two separate buildings. One building accommodates children under two-years of age on the ground floor and children aged two to three-years on the first floor. The second building accommodates children over three-years of age. There were appropriate nappy change and toilet areas, staff facilities and a separate office building close to the entrance to the nursery grounds. An enclosed garden was available supporting outdoor experiences for children.

## About the inspection

This was an unannounced inspection which took place on 16 April 2024 between 08:30 and 16:00, and 17 April 2024 between 09:15 and 15:45. We provided feedback to the service on the second inspection day. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, information submitted by the service, and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with several children using the service
- observed practice and daily life in the service, including staff interactions with children
- spoke with staff
- spoke with family members
- spoke with a visiting professional
- received feedback from a Microsoft Forms survey sent to families
- reviewed documentation.

**Key messages**

- Children were confident approaching staff for physical comfort. The comfort they received was nurturing helping them to feel safe and secure.
- Children's individual personal plans had been developed to a good level. Work should continue to ensure that all staff are aware of children's individual strategies for support and how to implement them. This will ensure children achieve their potential.
- Staff should be supported to build confidence when supporting mealtime routines. They should have a clear understanding of their role in delivering high quality experiences for all children through rich conversations and opportunities for children to develop independence.
- Children's emotional wellbeing was supported through a rights based approach when managing sleep routines.
- The environment supported children's development to a good level including support for children as they developed an understanding of early numeracy and literacy.
- Staff were good at providing intentional experiences and planning as a result of children's interests. They should work to develop skills in responding to children's social and emotional needs through their responsive planning approach.
- Staff should continue to review and develop the play and learning environment. Developing a rich environment including natural and authentic resources will challenge children's thinking and support their imagination and creativity.
- Quality assurance had been developed to a good level to support positive outcomes for children. The management team and staff need to keep improving self-evaluation including reflective practice across the service.

**From this inspection we evaluated this service as:**

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

Children were nurtured and supported throughout their daily experiences. They were warmly welcomed by key staff on arrival at the service. Children were confident seeking physical comfort, and we saw positive interactions between staff and children including eye contact, smiles and laughter. Staff followed routines from home including sleep routines. Children's emotional wellbeing was promoted as the staff team recognised secure attachments, and quality interactions supported children to feel safe. Most staff were respectful towards children. They used children's names when addressing them and sought permission when children needed help with personal care. As a result, children felt valued, loved and secure. A parent said, "Staff are very personable, provide good handover information, will spend extra time discussing concerns and development stages (e.g., potty training and sleep transitions) and know my child well."

Children's overall wellbeing was supported through personal planning to a good level. Personal plans had been reviewed and developed since the last inspection. This had included all plans being reviewed with families to ensure that information was updated. Monitoring and audits were carried out by the management team. Key staff knew children well and were familiar with the information included in children's plans. Small team meetings provided opportunities for staff to discuss the care and support for individual children. A parent said, "We collaborate on learning goals regularly through conversations and my son's record in the mobile app." Children's needs had been managed to a good level ensuring they were healthy and safe. The management team recognised they were on a journey to ensure personal plans were developed to support all children to achieve their potential. For instance, we identified that not all records were dated within each personal plan to clearly show progress and development. We would encourage staff to review and develop how strategies agreed with link professionals are implemented by all staff to support the health, wellbeing and safety needs of children.

Some children enjoyed eating together benefitting from a relaxed atmosphere and an unhurried and sociable mealtime experience. Some staff interacted with children giving praise, having rich conversations or using humour. Some children were helpers setting up for lunch and some poured their own drinks. This helped children to feel respected and included. The management team aimed to continue to develop mealtime experiences for all children. We suggested that mealtime experiences could be improved through for instance, including a visual menu for children to inform them about the nutritious food on offer. The service should continue to work with staff to develop their awareness and understanding of their role in creating rich conversations with children, and supporting them to develop skills and independence as part of their mealtime experience.

The service had begun to welcome families back into the service. This helped them feel included and valued. Parents dropped children off and collected from their playrooms. Parents were included in celebrations, including Thanksgiving and had been invited to talk with children about their work. Social events and formal meetings had enabled information about children to be shared. A parent said, "I feel my opinions are valued by the staff team."

### Quality indicator 1.3: Play and learning

Staff had a good understanding of how children learn through their play. They interacted responsively with children reading books, singing, and chatting with children as they explored the play environment. This promoted children's early literacy. Information about schematic play was displayed to support staff understanding of how to support children's learning through play. All staff would benefit from revisiting child development and the stages of play. This will support them to develop a knowledge and confidence in planning for children's next steps so that all children achieve their full potential. A parent said, "Lots and lots of art, we get a new craft home every nursery day! Dancing, bumblebee sports, free play in the garden. Various learning activities integrated in with play. Planting new flowers in spring was a favourite for my son, he loved learning about gardening. They use tuff trays a lot for learning, my daughter loves this for the various colours and textures."

Staff understood that children had a right to play and to have fun. They provided good intentional experiences in response to children's interests. Children had been interested in flowers. A trip to the local garden centre had meant children could choose plants for the flower beds. Children were learning about how things grow with extended learning through displays that included numeracy and literacy learning opportunities. Older children were completing book reviews that captured their feedback. Comments included, "I really like the rats at the end" and "I liked the animals bouncing down the stairs." They could also draw happy or sad faces to show their reactions to the story books. Staff should be supported to improve how they provoke interest, exploration, awe and wonder for children across the setting. Children's learning would be further supported by providing open-ended resources and experiences based on their interests. This would allow children to lead their own play and follow their own interests. This will enrich children's play experiences stimulating their natural curiosity, learning and creativity. **(See area for improvement 1)**

The service should move forward with their plan to develop planning across the setting. As part of this development, they should take account of the holistic needs of children, including for example, how staff plan to meet children's social and emotional support needs. We would encourage staff to reflect on how they respond to children's individual cues and support their choices. Enabling and supporting children to make choices about moving between different environments will support greater independence.

Children enjoyed spending time outdoors. This impacted positively on their health, wellbeing and happiness. Children were interested in a spider and worms they had found in the garden. This started a discussion about mini beasts. Children became involved in building a bug hotel with staff. Children said they were making a house for the bugs in the garden to keep them safe. Children had opportunities to spend time in the local community. They used the nearby woodland, local parks and had recently visited the local garden centre. The service were planning to arrange visits to the local adult care home. Links with the local community supported children to feel included and to have a sense of belonging. A parent said, "The outdoor space is brilliant. They encourage outdoor play whenever they can."

### Areas for improvement

1. To ensure that children have high quality play, learning and development opportunities, the service should ensure the play environment provides fun experiences that have a positive impact on children's learning and development. Children's needs and interests should be at the centre of their play experiences and they should have opportunities for developing life skills and learning. It is critical that staff have an understanding of their role supporting children's interests and curiosities to promote their learning and development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity (HSCS 2.27)

and

'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.23).

## How good is our setting?

### 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

#### **Quality indicator 2.2: Children experience high quality facilities**

Children benefitted from a calm and welcoming environment. Some playrooms had homely touches, including natural resources, soft furnishings and sensory lighting. Furniture was appropriate for the ages of the children. Creating a welcoming and homely environment supported children to feel secure and relaxed in the setting. We would encourage staff to continue to evaluate and develop the environment through the eyes of the child. For instance, adding displays in the corridors at child height that represent children's interests, or celebrate their achievements which will give children a sense of belonging and build their confidence and self-esteem.

The playrooms were planned to enable children to have easy access to the resources of their choice. Children chose blocks to build a tower and independently chose from a range of labelled resources to support their play and learning. Staff should continue to develop the range of authentic and natural resources and loose parts. This will enrich the play and learning environment and support children's imagination and curiosity.

There were systems and processes in place that kept children safe. Spaces were checked daily to identify and minimise risks. Registers were maintained so that children arriving and leaving the setting were accounted for, and secure entry door systems showed that staff were responsible in ensuring the safety of children. The safety and wellbeing of children, families and staff was supported during the structural work to the roof. Work was planned to freshen up the paint work that had been damaged by the water leaks.

The environment was clean and hygienic. Systems were in place to monitor and audit cleaning routines to ensure the health and safety of children. Some staff demonstrated respectful practice by considering children's needs when undertaking cleaning tasks. The management team should support staff to reflect on their practice to ensure they are mindful of outcomes for children at all times. For instance, ensuring children have finished eating before wiping tables. Staff should ensure that effective hand washing is embedded in practice.

**How good is our leadership?****4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

**Quality indicator 3.1: Quality assurance and improvements are led well**

The mission statement, aims and team values supported an understanding of the culture and ethos of the service. This promoted a positive atmosphere for children to play and learn. The service was committed to providing a stimulating and supportive environment where children feel safe and secure to explore their interests. A parent said, "The nursery has a lovely, happy feel to it."

The management team was passionate about delivering quality experiences for children and families. Their strong leadership was supporting continuous improvement across the setting. For example, staff were being supported to develop their skills, knowledge and understanding of how to deliver good outcomes for children through audits and monitoring systems. The improvement plan had focused on making the improvements required at the last inspection. We found that the service had made the necessary improvements to meet the requirements. The management team aimed to drive forward and sustain the improvements made through robust quality assurance systems. They recognised that they were on an improvement journey and were clearly focused on continuing to improve all children's care and learning experiences.

The views of children and families were actively sought to inform the development of the service. Some children were part of a committee that were supported to make suggestions to improve their nursery experiences. A suggested tree house for the garden was being explored by staff, and stay and play sessions were being planned responding to a request from a parent. Children and families' views were valued and influenced improvement in the service. A parent said, "My child has been included in a children's panel who provide feedback to the manager on what they do and don't like about the nursery."

**How good is our staff team?****4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

**Quality Indicator 4.3: Staff deployment**

Staff had developed respectful working relationships. They had created a positive atmosphere supporting children to feel safe and secure. Staff said they felt supported by the provider, the management team and one another. They were motivated and enthusiastic and placed children at the heart of their work. Families provided positive feedback about the staff team. One parent said, "The support staff in particular are wonderful and clearly enjoy their interactions with the children."

The management team recognised and valued the importance of ensuring that the service was always appropriately staffed. They had managed staff shifts, breaks and absence to a good level. This had ensured that the balance of skilled and qualified staff was available at all times to ensure the overall wellbeing of children. Staff communicated well most of the time to ensure there was good supervision of children across the day. Some staff needed reassurance from senior staff to ensure they were making good decisions which were responsive to the needs and choices of the children. The service planned to undertake some work around sections 7 and 8 of the Health and Care (Staffing) Scotland Act 2019. This will support them to recognise the impact and connection between effective allocation of staff, and providing the best care outcomes for children that are safe and of high quality.

A good mix of skills and experience supported staff to work as a team. Opportunities for staff to develop practice, knowledge and skills promoted children's safety and wellbeing. Good levels of monitoring were in place which identified individual staff's professional learning needs. Role modelling by senior staff and managers supported staff to reflect on and improve practice. The induction process would benefit from the inclusion of the early learning and childcare: national induction resource. This will support the quality of staff induction to develop an understanding of their role in delivering high quality, safe care for children.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 31 August 2023, to ensure children's health and wellbeing, the provider must ensure children's care and support needs are met.

The provider must, at a minimum:

- review children's personal plan information with families at least once in every six months. This would ensure that information is kept up-to-date; and
- clearly outline when reviews have been carried out, along with a record of any updates or changes made as a result.

All staff involved in children's care and support, must be familiar with their personal plan information including any strategies of support. This would help ensure that children's individual needs were planned for, supported and responded to effectively throughout the day.

This is to comply with Regulation 5 (2) (a) and (b) Personal Plans of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).



This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This requirement was made on 16 June 2023.**

#### Action taken on previous requirement

Personal plans had been reviewed and developed. Consultation with families had ensured changes in children's circumstances were shared. Part of the QA monitoring was to ensure continuity of information being gathered in plans. GIRFEC wheel used to show children's progress needed to be dated to show journey of children's progress and learning. The service aims to continue to develop how observations and next steps inform planning.

**Met - within timescales**

## Requirement 2

By 31 August 2023, the provider must ensure children's health and safety is supported through a clean and well maintained environment. This must include having effective infection prevention and control systems to monitor and maintain the environment.

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

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'My environment is safe and secure' (HSCS 5.17)

and

'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.22).

**This requirement was made on 16 June 2023.**

#### Action taken on previous requirement

Systems and processes had been developed to guide and monitor the IPC routines. We were satisfied that the environment was clean, and that managers being in the play rooms were monitoring practice. We observed staff cleaning across the day. This should continue to ensure that staff practice in relation to hand washing, for example, is embedded in practice. This will ensure the health and wellbeing of children.

**Met - within timescales**

## Requirement 3

By 31 August 2023, the provider must support children's health, welfare and safety needs by maintaining suitable staffing at all times. Staff must be suitably trained, skilled and deployed effectively to secure positive outcomes for children.

To do this, the provider must, at a minimum:

- a) plan rotas to ensure children's needs are met;
- b) ensure that staff deployment takes into account the mix of skills, experiences and qualifications of the team; and
- c) ensure staff skills and knowledge are appropriate for their role.

This is to comply with Regulation 15(a)(b) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states that:

'My needs are met by the right number of people' (HSCS 3.15)

and

'My care and support is consistent and stable because people work together well' (HSCS 3.19).

**This requirement was made on 16 June 2023.**

### Action taken on previous requirement

Staffing observed as being appropriate for the numbers of children and to meet the needs of children and families. Training identified for individual staff through monitoring systems and impact evidenced. Leadership supported deployment of staff. Management team cover when qualified member of staff are on leave or sick to ensure appropriate mix of skills. Monitoring of staff had identified training to meet the needs of staff. Some evaluation of impact of training, but include examples of where practice has improved. Use of footage to support reflective practice across the staff team. Next level looking at reflective practice and staff being responsible as a team to identify improvements in practice that are needed. Provider has invested in staff team to ensure management team have capacity to support staff improvement.

**Met - within timescales**

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

To support children to be able to lead their own play and learning, the provider should ensure that staff are skilled and effective in the planning of developmentally appropriate experiences. This should include how they respond to children's engagement, interests and choices, and ensure their access to appropriate resources and activities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity (HSCS 2.27)

and

'People have time to support and care for me and to speak with me' (HSCS 3.16).

**This area for improvement was made on 16 June 2023.**

#### Action taken since then

Observations recorded and next steps identified. Work needed to link next steps to what happens next, then progress to ensure a joined up holistic approach. Staff were aware of how their interactions supported child development, for example, focus on early numeracy and literacy supported through story telling and singing nursery rhymes.

Choices of resources supported children to lead their learning. Staff should explore ways to increase the richness of all playrooms. (Babies and Juniors) Outdoors and three to five-year-old's environment took account of children's interests.

An area for improvement has been made in the body of this report.

#### Previous area for improvement 2

To support children's experiences, interests and choices, the provider should ensure that the open plan playrooms, spaces and resources are effectively planned for, monitored and maintained throughout the day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity (HSCS 2.27)

and

'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21).

**This area for improvement was made on 16 June 2023.**

### Action taken since then

Resources and layout of play spaces supported choice. Staff should continue to review and develop rich resources that support children's imagination and curiosity. For example, baskets of animals, what could be added to improve imagination.

An area for improvement included in the body of the report.

### Previous area for improvement 3

Children should experience a service which promotes their health and wellbeing through high quality care, play and learning experiences. The provider should ensure that there is a culture of continuous improvement. This should include the development and implementation of robust quality assurance processes to help assess and highlight areas for improvement in line with best practice and national guidance.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11)

and

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**This area for improvement was made on 16 June 2023.**

### Action taken since then

Quality assurance systems and processes had been developed and impact evident. The service aims to continue to develop quality assurance, and to support staff in their role including formalising reflective practice.

## 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)

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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