

**A summary of the Care Inspectorate Inspections of Day Care of Children,
August 2022-April 2023****Report by Michelle Strong, Education Chief Operating Officer****Report for Information****1 Recommendations**

Cabinet is requested to:

- (i) Note the content of the summary of the inspection reports.
- (ii) Congratulate the pupils, parents and staff connected with these reports.
- (iii) Pass this report to the Performance, Review and Scrutiny Committee for noting purposes.

2 Purpose of Report/Executive Summary

A range of funded providers were inspected including private nurseries and local authority settings and this report provides a summary of the outcomes of the undernoted inspections in Early Learning and Childcare settings for three and four year olds as carried out by the Care Inspectorate. The settings that were inspected in this period were:

- Danderhall Primary School Nursery
- St David's Primary School Nursery
- St Mary's Primary School Nursery
- Arcadia
- Cranston Country Nursery
- Danderhall Playgroup
- Happy Days Dalkeith
- Little Hawthorn Loanhead
- Lasswade High School Nursery
- Start Bright
- Pinocchios Eskbank

Settings that had HMiE inspections:

- Burnbrae ELC
- Lawfield
- Moorfoot
- Sacred Heart

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3 Background/Main Body of Report

3.1 A total of 12 CI Inspections and 4 HMIE inspections took place in the time period from August 2022 to 1 April 2023. The reports were published in that time period and are hyperlinked in information at the end of this report for all Elected Members and Church Representatives on the Cabinet for their information. Reports are published on the Care Inspectorate website <http://www.careinspectorate.com/>.

3.2 The Care Inspectorate use “A quality framework for daycare of children, childminding and school aged childcare” February 2022 to inspect settings. The key quality indicators focus on:

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

3.3 Inspection Evaluations

A setting will be inspected on all indicators. A six-point scale is used to describe the quality of the setting:

6	Excellent	Outstanding or sector leading
5	Very Good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses – priority action required
1	Unsatisfactory	Major weaknesses – urgent remedial action required

3.4 National Standard

In order to meet the National Standard settings must be evaluated as Good or above by the Care Inspectorate. Where a setting does not receive evaluations of good or above, the local authority places that setting in a service improvement period. The service improvement period allows the central education team officers to closely monitor progress over the period of time until the next CI inspection. Being in the service improvement period also affects the payment process for the setting.

3.5 Summary of inspection grades (**See Appendix B** for the inspection grades for individual settings).

Quality Indicator	Total no. of settings inspected	Excellent	Very good	Good	Adequate	Weak	Unsatisfactory
How good is our play and learning?	12	0	2	8	2	0	0
How good is our setting?	12	0	3	5	4	0	0

How good is our leadership?	12	0	2	8	2	0	0
How good is our staff team?	12	0	3	7	2	0	0

3.6 The following common key strengths were indicated by the inspection teams:

How good is our play and learning?

Children experience care and support that was warm, sensitive and nurturing and were meaningfully and actively involved in leading their play and learning. Warm and caring interactions help children to feel nurtured and valued. Children are confident, nurtured and have fun in nursery.

Children's personal plans are updated regularly with parents to ensure children's changing needs and interests are supported by staff. Planning approaches are responsive to children's interests and staff know children well and how to meet their individual needs.

How good is our setting?

The nursery environments are welcoming, with access to outdoor areas that children enjoy accessing. Children benefit from indoor and outdoor spaces which are stimulating and developmentally appropriate. The accommodation and provision of activities and resources provide children with a comfortable and welcoming environment for their care and learning.

How good is our leadership?

The services are well led and quality assurance, including self-evaluation and improvement plans, were in place to support continuous improvement of the service. Staff and management show a commitment to making continuous improvements to ensure high quality care, learning and development. Quality assurance, including self-evaluation and improvement plans are in place and are mostly leading to continuous improvement. A range of processes are in place for the manager to check-in on the provision and ensure quality for children. The management teams are committed to continuous and sustained improvement.

How good is our staff team?

The consistent staff team provide continuity of care. Staff are deployed in a manner which meant children's needs are met throughout the day. The staff team work well together and there is a positive ethos within the setting. Staff are committed to their roles and proactive in their professional development to support positive outcomes for children. Staff are empowered to lead improvement projects within the setting.

They are reflective and had take part in a range of training, which had helped them to develop their skills in their childcare roles.

3.7 The Care Inspectorate has a duty to support improvement and this informs how and when they make requirements and recommendations to a setting following an inspection.

- A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Service Reform (Scotland) Act 2010, its regulations, or orders made under the Act, or a condition of registration.
- A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

4 Report Implications (Resource, Digital and Risk)

4.1 Resource

Resource implications related to this report are to note the impact on the central education team staffing to support settings through a service improvement period.

4.2 Digital

There are no digital implications.

4.3 Risk

The Care Inspectorate visit a sample of Early Learning and Childcare settings each year to find out how they are performing. A report is published which informs parents about the key strengths of the setting, its capacity for further improvement and sets out the main points for action.

Following the publication of that report further visits may be made to the setting by Midlothian Council's central education officers to assist improvement and monitor progress.

Monitoring, review and evaluation of progress by Midlothian Council's central education officers is the control measure in place to reduce the risk of failure of the setting to demonstrate its capacity to improve. For funded providers a time framed improvement action plan is established in line with the partnership contracts. If a setting does not show improvement after an extended service improvement period the council would consider whether they are able to continue in partnership with the setting. Termination of a contract would affect the number of places Midlothian Council are able to offer.

The National Standard Interim Guidance is currently under review and will be updated by the Scottish Government later in 2023.

4.4 Ensuring Equalities (if required a separate IIA must be completed)

The Improvement Plans will be screened for equalities implications.

4.5 Additional Report Implications (See Appendix A)

See Appendix A

Appendices

Appendix A – Additional Report Implications

Appendix B – Individual Settings Inspection Grades

APPENDIX A – Report Implications

A.1 Key Priorities within the Single Midlothian Plan

Themes addressed in this report:

Getting it right for every Midlothian child
Improving opportunities in Midlothian

A.2 Key Drivers for Change

Key drivers addressed in this report:

- Holistic Working
- Hub and Spoke
- Modern
- Sustainable
- Transformational
- Preventative
- Asset-based
- Continuous Improvement
- One size fits one
- None of the above

A.3 Key Delivery Streams

Key delivery streams addressed in this report:

- One Council Working with you, for you
- Preventative and Sustainable
- Efficient and Modern
- Innovative and Ambitious
- None of the above

A.4 Delivering Best Value

Noted within.

A.5 Involving Communities and Other Stakeholders

Copies of the reports have been made available to Elected Members, parents and carers of children currently in the settings and other interested parties.

A.6 Impact on Performance and Outcomes

The provision of high quality, early learning and childcare supports the delivery of two of the GIRFEMC outcomes for 2022 to 2023:

- Children and young people are supported to be healthy, happy and reach their potential.
- Inequalities in learning outcomes have reduced.

The settings will continue to improve their work in line with their improvement plans and Midlothian Council's central education officers will continue to challenge and support the settings in relation to developing and implementing a range of quality improvement strategies.

A.7 Adopting a Preventative Approach

The Education (Scotland) Act aims to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities. Midlothian is highly committed to closing the attainment gap which compliments the strategies employed by Midlothian which are highlighted in the National Improvement Framework report which was presented to Council on 3 November 2015.

A.8 Supporting Sustainable Development

The Improvement Plans allow for sustainable development and improvement.

APPENDIX B

Summary of Care Inspectorate Inspections August 2022 – April 2023

Setting	Local Authority (LA) or Funded Provider (FP)	Date of inspection	Care, Support and Learning	Setting	Management
Arcadia @ Easter Bush	FP	January 23	Very Good	Very Good	Good
Cranston Country Nursery	FP	February 23	Adequate	Adequate	Adequate
Danderhall Primary School ELC	LA	September 22	Good	Good	Good
Danderhall Playgroup	FP	November 22	Good	Adequate	Good
Happy Days Dalkeith	FP	December 22	Adequate	Adequate	Adequate
Lasswade High School Childcare Service (Nursery)	FP	February 23	Good	Good	Good
Little Hawthorns Loanhead	FP	November 22	Good	Adequate	Good
Pinocchio Nursery Eskbank	FP	February 23	Good	Good	Good
Start Bright Nursery Bonnyrigg	FP	December 22	Good	Good	Very Good
Roslin Primary School Nursery	LA	February 23	Good	Very Good	Good
St David's RC Primary School Nursery Class	LA	December 22	Good	Good	Good
St Mary's RC Primary School Nursery	LA	March 23	Very Good	Very Good	Very Good

Summary of HMIE Inspections August 2022 – March 2023

Setting	Local Authority (LA) or Funded Provider (FP)	Date of inspection	1.3 Leadership of change	2.1 Safeguarding and child protection	2.3 Learning, teaching and assessment	3.1 Ensuring well-being, equality and inclusion	3.2 Securing children's progress
Burnbrae Primary School & Nursery Class	LA	January 23 Signed off	Not graded	Not graded	Not graded	Not graded	Not graded
Lawfield Primary School & Nursery Class	LA	January 23 Revisit	Not graded	Not graded	Not graded	Not graded	Not graded
Moorfoot Primary School & Nursery Class	LA	November 22	Good	Not graded	Good	Good	Good
Sacred Heart Primary School & Nursery Class	LA	February 23	Satisfactory	Not graded	Satisfactory	Satisfactory	Satisfactory