Baldernock Childcare
Day Care of Children

Baldernock Primary School
Fluchter Road
Balmore
Torrance
Glasgow
G64 4AS

Telephone: 0141 955 2343

Type of inspection:
Unannounced

Completed on:
15 January 2020

Service provided by:
Baldernock Playgroup Committee

Service provider number:
SP2003000758

Service no:
CS2003003746

About the service

Baldernock Playgroup is registered to provide a care service to a maximum of 13 children between the ages of 2 and 5 years of age. Of these 13 children, no more than 3 will be aged 2-3 years. A maximum of 13 children of primary school age can be cared for in out of school care.

The service is located in the grounds of Baldernock Primary School in a rural setting. They have their own playrooms and outdoor area. The service is in partnership with East Dunbartonshire Council to provide early learning and childcare.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

The Getting it right for every child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It is a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people, and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

In Scotland, the Getting it right for every child (GIRFEC) approach puts wellbeing at the very heart of its approach. The eight 'indicators' of wellbeing that form the basis of GIRFEC are: safe, healthy, achieving, nurtured, active, respected, responsible and included, often referred to as 'SHANARRI'.

What people told us

We issued 12 care standards questionnaires to the service to distribute to parents/carers prior to the inspection taking place. We received 10 completed questionnaires. All responses from parents were very positive.

Written comments included:

"I have had two of my children attend Baldernock Childcare and I've never felt so at ease with their learning journey. The staff are the best I've encountered in the Early Years Sector. It's a child led establishment where the children are free to blossom. I trust the staff and if it wasn't for their dedication and hard work I wouldn't have opted to send my children to childcare. It was Baldernock or nothing".

"My child's face lights up when she knows she is going to nursery. I am confident nursery are preparing them well for school".

"The playgroup is a happy, welcoming place for children. An emphasis is placed on outdoor play, using the great natural resources available at the location. The children are learning sign language which is a fun and useful skill for them to have. Additional book bug sessions are enjoyed by the children and some parents/carers".

"Baldernock playgroup/afterschool provide a safe, respectful and nurturing environment for the kids who attend. The staff are a truly dedicated unit, regularly going above and beyond to promote a healthy lifestyle and an inclusive approach to play and learning".

"Baldernock Childcare is unique in terms of its setting and interaction between different child age groups. The staff are fantastically motivated and caring. We're delighted with the service they provide".

"Excellent service - my child is vegan and they have been very accommodating of this since day one".

"Strong emphasis is placed on outdoor learning, play and exercise which is important to me and my children. The children are listened to as individuals and they are very well supported emotionally".

"My child uses the service for after school care. She enjoys it particularly when there are physical (outdoor) activities planned. The staff are caring and make the most of our rural environment".

"Baldernock Childcare is in a very unique setting which provides the children with an excellent environment to explore and develop. My family are fairly new to this service but I can see huge benefits to their outdoor approach city based facilities can't match. My children love attending playgroup and after school care and the staff have an excellent relationship with both children and parents".

We also spoke with six parents during the inspection visit. They told us:

"Love it, it's perfect"
"Staff are great"
"It's a very homely environment"
"I love the outdoors - children are out all the time"
"I wouldn't have my child anywhere else"
"My child loves it. My younger one will come here too"
"I love the small setting - staff know the children really well"
"The learning journal is really good. I like the photos and the videos"
"There's a real family focus".

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how management were monitoring the quality of provision within the service.

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	not assessed
Quality of management and leadership	not assessed

What the service does well

The quality of care and support for children and the quality of the environment was very good.

Care and support in the nursery was provided by well trained staff who were caring, enthusiastic, skilled and experienced. Staff provided child centred, responsive care and children benefited greatly from this. We observed happy, confident children who had ownership of their nursery.

We saw that there was a focus on child led play with staff supporting children to lead their play, learn at their own pace and make choices and decisions. We observed very strong attachments between staff, children and their families. The service was proactive in promoting an inclusive approach, with staff supporting family learning, homelinks and relationships. Children were learning British Sign Language and sharing this with parents and siblings at home.

Supporting children to transition was a key strength of the service. There was strong engagement with the primary school and a range of processes in place to support children and parents, for example, shared reading where primary pupils visited the service to read to children. Nursery children sometimes enjoyed snack in the school environment and visits from primary pupils in the outdoor area during breaks.

Children's individual needs were very well addressed. Personal plans for children demonstrated that staff had very good knowledge of children and their families. These were reviewed with parents every six months or sooner if required. Information about children's learning and development was well documented and was regularly shared with parents using online learning journals.

Staff used the parent information board, regular newsletters and emails to share information with parents on a daily basis. Parents participated in 'stay and play' sessions and visited the nursery to deliver some activities. Big books were used to record activities and children's comments.

There was very good partnership working with parents. Parents we spoke with told us they were consulted and were involved in the service. We discussed with staff how they could formalise and share feedback and comments from parents.

Staff had a sound understanding of how to protect and safeguard children. A robust child protection policy and procedure was in place which informed and supported staff in their roles. Staff attended regular child protection training which kept them up-to-date with current best practice and refreshed their knowledge and understanding of child protection.

We examined medication and accident/incident records and were satisfied that these were properly kept.

There was a very positive learning environment for children. Playrooms had recently been refurbished to create calm, nurturing spaces for children. There were softly furnished areas providing safety, security and nurture for younger children and areas for group and solitary play. These were enhanced by soft lighting, new heating and redesigned presentation of resources. We observed children actively engaged in a range of stimulating play experiences, facilitated by resources that promoted interest, creativity and problem solving.

Children's wellbeing, mind growth and self awareness were promoted using outdoor play opportunities. Children were excited and enthusiastic about this and this impacted very positively. We observed children enjoying open-ended play using loose parts and transient materials in the outdoor area. They had planted flowers and were discussing growth and seasons. The local sailing club had donated a rowing boat and large sail which children used for a variety of activities. There were new mud kitchens built by a child from after school care and her parent, wooden pallets, spools and tyres. A patch of ground was being prepared for a new sensory area. Children regularly participated in woodland walks in the rural area and were supported to consider and manage risk.

The staff team was a very reflective, evaluative staff group who used the service improvement plan to inform their improvement journey. They told us that they had good access to professional development opportunities and were very well supported by the provider. They were familiar with best practice guidance and implemented

this on a daily basis to ensure good outcomes for children. Staff engaged very well with children using effective intervention strategies, such as open ended language, to support learning and development.

All recommendations recorded at the previous inspection had been fully addressed by the provider.

What the service could do better

The provider and staff should continue to drive forward the priorities identified in the service improvement plan; Self Evaluation of Centre, Development of Outdoor Learning Environment and Safeguarding and Child Protection.

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.

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

The manager and staff should attend up-to-date child protection training.
National Care Standards, Early Learning and Childcare up to the age of 16, Standard 3; Health and wellbeing.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Recommendation 2

The manager should maintain records of equipment maintenance.
National Care Standards, Early Learning and Childcare up to the age of 16, Standard 2; A safe environment.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Recommendation 3

The manager and staff should review the service's medication policy in accordance with Care Inspectorate guidance, Management of medication in daycare of children and childminding services.
National Care Standards, Early Learning and Childcare up to the age of 16, Standard 3; Health and wellbeing.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Recommendation 4

The manager should review accident/incident records to ensure that all necessary information is recorded.
National Care Standards, Early Learning and Childcare up to the age of 16, Standard 3; Health and wellbeing.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Recommendation 5

The manager and staff should continue with plans to update children's personal plans.
National Care Standards, Early Learning and Childcare up to the age of 16, Standard 3; Health and wellbeing.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Recommendation 6

The manager should ensure that clear records of children's attendance in the service are maintained at all times.
National Care Standards, Early Learning and Childcare up to the age of 16, Standard 2; A safe environment.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Recommendation 7

The provider should support staff to access training.
National Care Standards, Early Education and Childcare up to the age of 16, Standard 12; Confidence in staff.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Recommendation 8

The provider should ensure that a staff appraisal system is implemented.
National Care Standards, Early Education and Childcare up to the age of 16, Standard 14; Well managed service.

This recommendation was made on 15 November 2017.

Action taken on previous recommendation
This recommendation has been addressed.

Inspection and grading history

Date	Type	Gradings	
15 Nov 2017	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 5 - Very good Not assessed
14 Jan 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
22 Jan 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
28 Sep 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 5 - Very good Not assessed
2 Oct 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
10 Sep 2008	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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