Bainsford Primary School Early Learning and Childcare Class
Day Care of Children

Waverley Street
Bainsford
Falkirk
FK2 7NW

Telephone: 01324 508530

Type of inspection:
Unannounced

Completed on:
30 January 2024

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003015560

About the service

Bainsford Primary School Early Learning and Childcare Class is a day care of children service provided by Falkirk Council. They operate from facilities within Bainsford Primary School, which are over two floors.

On the ground floor children had access to a range of play spaces as well as an enclosed garden. The upper floor was mainly used for quieter activities and parents groups. The service was close to local amenities.

About the inspection

This was an unannounced inspection which took place on Monday 29 January 2024 between 09:00 and 16:15. We completed the inspection on Tuesday 30 January between 08:30 and 12:15 when we gave feedback.

The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included, previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with a number of children using the service and three of their parents/carers
- we also received 12 completed electronic questionnaires from parents/carers before the inspection
- spoke with seven staff and management
- observed practice and how children were supported with routines and in their play.
- reviewed documents
- spoke with other professionals.

Key messages

• Families benefitted from a quality service due to the range of skills and experience within the staff team and the nurturing, caring relationships.

• The inclusive environment promoted effective partnership working with families.

• Children were valued as their rights were promoted within the setting.

• Staff used professional development and were dedicated to provide children with a range of stimulating experiences.

• Meal and snack times offered a social experience for children where they had developed their self help skills.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator: 1.1 Nurturing care and support

Children were aware of and understood their rights as staff ensured they were visible and talked about within the setting. This resulted in a positive ethos within the service as a culture of respect and inclusiveness was embedded in practice. Children had formed close attachments to all staff as they experienced kind and sensitive interactions from them. As children felt welcomed, valued and safe in the setting, they had a developed nice friendships and had sense of belonging. Parents shared, "I could not be happier with the level of love, care and professionalism that goes into every day my child is in nursery. The staff are incredible, and my children would not be flourishing, in all areas of their development, without the daily efforts from the teachers in the nursery. I feel lucky that my children have the opportunity to grow up in the environment the teachers provide for them."

Staff recognised the importance of children's wellbeing and ensured it was at the heart of the service. From first contact at home visits they built relationships with parents/carers and children. Information shared at this point prepared children for starting nursery and helped staff plan for their care. This helped children have positive experiences as their settling in was tailored to their needs. Their individual emotional well being was supported daily as they experienced activities such as, wellness walks and quiet time if needed. Praise and encouragement were used effectively to build children's confidence and resilience.

Partnership working with families was strengthened as long standing relationships with other agencies and professionals were well established. Children's development, learning and well-being was supported, as regular contact enabled information to be shared. Parents said, "Staff are very friendly and approachable, they take the time to get to know each child individually." We concluded that continuity of care was promoted as staff talked knowledgably about the needs of children and how they were supported and met.

Children had positive meal and snack time experiences. We saw that children had learned life skills as they confidently served themselves and tidied up when they were finished. Children benefitted from the social aspect of meal times as they chatted with friends and staff. At snack time, children would benefit if staff sat with them so they can respond to any issues arise such as choking. Parents shared, "Good food and snacks available."

Quality Indicator: 1.3 Play and learning

Children benefitted from a well organised environment where a range of activities supported their learning, development and interests. Open ended resources helped children use their imagination, curiosity and investigation. This meant that they could lead their play both indoors and outdoors. They were supported by staff who used questions and enabled their ideas to take shape. For example, children chose how to act out favourite stories. These experiences helped children share ideas and work together to have fun in their play. Parents said, "There are a wide variety of play experiences on offer, and these are regularly refreshed."

Direct access to the outdoor area and wider community meant children had opportunities to play in the natural environment. Children learned life skills as they problem solved, followed instructions and worked

together as they shared ideas. Staff were responsive to children's play and followed their lead. They used books and a range of resources to support and extend their interests. Their enthusiasm meant children felt listened to and valued as staff helped them develop their activities. As a result, they were progressing well in their learning and development. When playing with playdough children said, "That's my birthday cake." and "Here's your cake."

Staff were skilled at promoting children's literacy, language and numeracy through play. They recognised the benefits that singing and telling stories had when supporting speech development. One initiative was baby rhyme time which parents and siblings were invited to. This involved them in their children's learning and established partnership working.

Observation and photographs within learning journals were used to show children's learning, development and progress. Staff along with parents and children, identified 'next steps' which ensured continued progression was supported with a range of experiences. The service were in the process of reviewing children's learning journals. They aimed to achieve a consistent approach to record information about children's learning and progress across the staff team.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator: 2.2 Children experience high quality facilities

Staff had created a welcoming, well organised environment which was inviting and supported children's learning and development. If they wanted to, children could rest or have quiet time in the cosy areas available or go upstairs to the sensory area. We saw that children had positive experiences as they influenced the pace of their day, as staff listened to them and supported their choices. Parents said, "The nursery is very well resourced and the outside space is well used." and "Open access to the garden, able to have the choice of eating snack indoors or outdoors." They feel, "That the outdoor area could benefit from some funding being given to improve the condition of the grounds."

Displays, photographs and artwork displayed, contributed to the children's feeling of belonging and inclusion in the setting. Resources and toys were arranged so that children could choose what they wanted to do. The layout meant children had space to develop their games and play, as they could move resources around. Parents shared, "The environment is very welcoming to children and parents, and in my opinion it shows a high standard of care, taken not only in the maintenance and daily keeping, but also in the way it is presented to encourage learning and exploration for the children."

The spread of infection was minimised as the environment was well ventilated, hand washing was promoted and regular cleaning took place. To ensure children's safety, staff carried out daily checks of the indoor and outdoor areas which helped reduce any risk identified. They were planning to add an urn outdoors so children would have access to warm running water to wash their hands.

Staff were security conscious as they ensured they accounted for children throughout the day and when they went to use facilities within the school. The SIMOA initiative (safe, inspect, monitor, observe and act) had been used to promote children's safety. It was evident that children had been involved in assessing risk in their play. A secure door entry system was in place and staff welcomed parents on arrival and at pick up time, so they knew who was in the building. We were satisfied that children's information was safely stored.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator: 3.1 Quality assurance and improvement are led well

Children and families benefitted from the committed staff team who had a range of knowledge, skills and experience. They implemented values that promoted a positive ethos and respected children's rights. This enabled effective partnership working with families. Parents said, "I can not sing the praises of (the senior) more. Whilst clearly having a level of skill and knowledge in her field of expertise, she is also parent and child focused and always looking to engage with us as parents for the betterment of the nursery."

Using national, local and best practice guidance, meant there was a clear focus on self-evaluation and quality assurance. To provide opportunities for children's learning and family involvement, the enthusiastic staff team led on initiatives. These included well-being walks, woodland trips, family cooking, listening skills and family focus group. Parents who were not able to attend events could see information on digital forums. Staff sought parents and carers views as part of the assessment process. This enabled them to know how they benefitted from joining in the groups offered. For example, partnership working was improved as relationships were strengthened. Parents shared there was, "Lots of opportunities for parental involvement as there was good communication between parents and staff." As a result, parents felt included and knew their opinions mattered.

Children's voice was routinely captured and used to plan and support their interests and extend their play and learning. For example, they identified 'next steps' for their learning. We saw how children were encouraged to use their ideas which led to a sense of achievement. Literacy and numeracy were promoted in children's play. They could make plans for the models they wanted to built and following their interest in watches were learning to tell time. Moving forward, we suggested cross referencing information which would help track children's progress.

Audits were used to assess the work of the service and ensure procedures were followed. We saw action was taken if any area for improvement was identified. For example, the block area was made bigger to prevent accidents happening.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator: 4.3 Staff deployment

Children were consistently supported by a staff team who worked well together. Their sound knowledge of child development, GIRFEC (getting it right for every child, early learning and adverse childhood experiences (ACES) resulted in children's individual needs being met. Children were supported to reach their potential as staff were committed and enthusiastic in their role. They talked knowledgeably about children's individual needs, next steps and how they were being met.

Staff were well deployed throughout the service which ensured children benefitted from their nursery experience. Staff communicated effectively with each other, were flexible and worked together to ensure the safety and wellbeing of children. They were empowered to deploy themselves and respond to the needs of children in all areas. This meant that the necessary levels of supervision for children were in place across the day. At busier times, routines had been established which promoted children's safety. For example, staff knew who was in the building as they welcomed parents and carers at drop off and pick up times. Parents shared, "Staff are always happy and cheery." and "Every single teacher within the nursery shows a level of dedication to the children that makes me feel truly lucky for my daughter, knowing she has such amazing women to care for her every single day."

Families benefitted from a staff who were committed to professional development. It was evident that training and best practice guidance had been used to offer children a range of stimulating experiences. Regular meetings and individual support offered opportunities to share their learning and practice. As a result, they were confident about leading aspects of the nursery provision which provided positive outcomes for children. Staff said, "We, as a team work hard to ensure we provide a very nurturing, homely environment for all our children and families." and "The strength of our team is apparent through the love and happiness shown from our nursery children and families. We are a very nurturing team not only with the children and families but with each other which makes this nursery a very happy place to work in." We concluded that children benefitted from the affectionate staff who cared for them.

Complaints

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

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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