Bridge of Allan Primary
Day Care of Children

Pullar Avenue
Bridge of Allan
Stirling
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Telephone: 01786 832 050

Type of inspection:
Unannounced

Completed on:
30 January 2023

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015602

About the service

Bridge of Allan Primary School Nursery is a daycare of children service situated close to local transport links, shops and local amenities. The service provides funded early learning and childcare for Stirling Council, and provides care for a maximum of 32 children aged 3 years to those not yet attending primary school at any one time.

The service is situated within Bridge of Allan Primary School. The main playroom is an open plan space with direct access to an enclosed outdoor area.

About the inspection

This was an unannounced inspection which took place on Monday 30 January 2023 between 08:45 and 16:30. Feedback was provided at the end of the inspection visit. 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 throughout the inspection year. To inform our evaluation we:

- spoke with several children in the service
- spoke with two families on the day of the inspection; one family over the telephone; and reviewed emails from eight families
- spoke with the senior leadership team and staff
- spoke with a visiting professional
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Staff were nurturing and caring which enabled positive relationships between children and their families.
- Children led their play and staff were responsive to their interests.
- Staff worked well together and communicated effectively to support children's needs and choices.
- Staff, children and their families, had worked hard to develop their garden which provided a fun and engaging outdoor space.
- Children benefitted from relaxed, unhurried mealtimes which supported their independence.
- The setting was very comfortable, furnished to a very high standard, and welcoming.
- Children's and families' views were actively sought to inform the development of the setting.
- The whole staff team were fully committed to continuous improvement within 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?	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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1 - Nurturing care and support

Children experienced warm, caring and nurturing approaches by staff which supported their overall wellbeing. Children and families had developed positive relationships with all staff. One child told us, "My favourite thing about nursery is all of the staff", and another child said, "The staff are so nice, they make me feel happy".

Personal plans supported children's individual care and support needs and reflected families personal preferences. Next steps for children and any strategies to support development were identified and regularly reviewed to ensure children's needs were met. These consistent and effective procedures ensured positive outcomes for children and supported them to achieve their potential.

The service worked proactively with other agencies to support children and families. We spoke with visiting professionals who commented on the positive approach of the staff, which enabled children with additional support needs to be fully included. This allowed the service to provide tailored approaches which were used consistently and effectively, to ensure continuity of care and support for children.

Mealtimes provided a calm, relaxed and sociable experience, where children enjoyed nutritious and balanced snacks and lunches. They could choose when they ate, which allowed them to enjoy uninterrupted play. All staff involved in the lunch time routine knew children well and engaged with them in nurturing and encouraging ways. Children were supported to be independent by pouring their own drinks and clearing their plates. Staff sat and ate with children which provided a role model to encourage positive eating habits, social interaction, and showed children they were valued.

Quality indicator 1.3 - Play and learning

Children were meaningfully and actively involved in leading their play and learning. Skilled staff provided planned high quality experiences and resources, that promoted children's choice and independence. One parent told us, " The service have excellent facilities and outdoor space. Since joining the nursery our child has grown in confidence".

Staff supported children's development of vocabulary and encouraged interactions, by effective use of Makaton. Videos of children demonstrating the sign of the fortnight, along with the spoken word, was shared with families, which promoted important communication skills.

Planning for children's play was child centred and responsive to their interests. Floorbooks and digitally created books, captured children's play and ideas, and staff used these to plan opportunities to extend children's learning. Children enjoyed looking through the books to revisit their learning. This ensured play experiences provided met children's needs and engaged their imagination and learning, which resulted in children having fun and achieving their potential.

The service provided and supported opportunities to extend children's interest in science, technology, engineering and maths (STEM). Children had made their own paints and paint brushes, and enjoyed telling us about their volcano experiment. These opportunities promoted children's curiosity, creativity and problem solving skills.

Children's opportunities for play and learning were enhanced through use of the wider community. Families supported local community walks with recent trips to allotments and parks. The service were keen to enhance their use of nearby facilities. This supported children to feel included in their local and wider community.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 2.2 - Children experience high quality facilities

Children benefitted from a well-designed nursery environment that was furnished to a high standard, comfortable and safe. Children were confident moving around the spaces available, both indoors and in the enclosed outdoor spaces. This supported children to lead their own play and have fun with their friends.

Children experienced fun play experiences in a safe way. Risk assessments were carried out to promote a safe environment and children were meaningfully involved in completing risk assessments. For example, children had their own outdoor risk assessment, to check gates were locked and helmets were available to wear when using bikes and scooters. Staff discussed road safety with children and created different activities so they could learn how to stay safe when on a walk. We discussed ways children could be involved in risk assessing more challenging indoor resources that can be independently accessed. For example, introducing a woodwork or tool bench, would provide children with further opportunities to build their self-esteem and confidence.

Children benefited from free flow access to the nursery garden, which provided fun and challenging play opportunities. There was a climbing wall; loose parts; water play; and areas to have fun on the bikes and scooters. One parent told us, "The facilities are amazing with such a large garden space, there is so much for children to play with and learn outdoors". A child told us their favourite thing about nursery was, "The climbing wall and the whole garden. I can go out whenever I want". Staff were knowledgeable about the different learning opportunities outdoors, and promoted children's knowledge of nature, birds, and planting, with their effective questioning and encouraging approach.

All staff had a good understanding of children's individual dietary requirements and allergies which resulted in safe food practices. Infection prevention and control procedures further provided safety for children. For example, children were supported to wash their hands before snack and lunchtime. We asked staff to ensure all hand hygiene procedures were followed, by supporting children to wash their hands after they ate. This would further protect children and staff's overall health and wellbeing.

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1 - Quality assurance and improvement are led well

The vision and aims of the service demonstrated a clear shared value base which was evident from the collective responsibility taken towards continuous improvement. High quality learning through play was at the heart of improvement planning. The nursery improvement plan provided clear aims and the reflective staff team reviewed their development regularly, which promoted a shared responsibility for effective change. Parents were invited to contribute and provide feedback on how well they felt the service were meeting their aims. This supported families to feel informed about what was happening in the service and ensured all children and family's needs were being considered.

Strong and encouraging leadership in the nursery supported all staff to develop confidence and knowledge to take on lead roles. Staff worked well to share responsibilities and develop their own areas. For example, a visual communication lead worked with staff to make the play environment visually friendly. This supported all children to engage in learning opportunities and enhanced children's communication and language development through their language-rich environment. One parent told us, "Staff are professional, kind, calm, organised and the leadership of the nursery is fantastic".

There was a clear focus on self-evaluation and quality assurance and how this could promote change and improvement. To support the continuous development of the service, the management team had made links with other services to share good practice. These opportunities had been used well to evaluate the service and the experiences and opportunities available for children and their families.

There was a high level of importance placed on ensuring children and families views were actively sought to inform the service development and evaluation. Questions of the month were used to gather feedback and to contribute towards to quality assurance processes. Children evaluated their play areas using stickers and contributed their thoughts and ideas with support from staff. Comments were carefully reviewed to plan next steps. This meant they were involved in future improvements.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3 - Staff deployment

Children benefited from a caring and nurturing staff team who knew them and their families well. They were focussed and committed to providing high-quality care and support. Effective use was made of staff experience, knowledge, and skills, to ensure children's experiences across their whole day were positive. One parent told us, "The staff in nursery do so many little things that make my daughter feel valued".

Staff communicated very well with each other and worked together as a team to ensure effective supervision and quality engagement with children. This ensured key tasks and responsibilities could be carried out whilst ensuring continued positive outcomes for children.

Children and families benefitted from having opportunities to develop relationships with all staff in the service. Staff took a shared approach to ensuring all children were supported to achieve their potential. This allowed children to benefit from the range of skills and knowledge of the whole team. One parent told us, "My child will run into nursery to receive a warm welcome and cuddle from any staff he sees. This shows how safe and secure he feels with everyone there".

Children were prepared in advance for their key workers absence wherever possible. Clear communication between staff and children allowed children to know who was available to help them if they required support or comfort. A welcome board at the nursery entrance kept parents informed of staffing updates and holidays. Parents told us they really valued the information board that provided weekly updates so they knew who was providing care for their children each day. This enhanced children's sense of security and showed they were respected and valued.

An induction plan was in place to support new or agency staff, to familiarise themselves with the policies and procedures in the service. New staff were introduced to children in a sensitive way and they were enabled to understand any support strategies being used for individual children. This ensured consistent approaches for children. We signposted the management team to the ELC National Induction Resource to support with the development of their induction and mentoring programme. Creating a more thorough induction for staff, would enhance their knowledge, understanding, and use of best practice documents to support their practice. This would further support staff to continue developing their skills and ensure consistent high-quality outcomes and approaches for children.

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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