Burnfoot Community School
Day Care of Children

Kenilworth Avenue
Hawick
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Telephone: 01450 373 043

Type of inspection:
Unannounced

Completed on:
8 May 2024

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003016113

About the service

The service is provided by Scottish Borders Council and is registered to provide a care service to a maximum of 110 children at any one time aged from 2 years to not yet attending primary school at any one time of whom no more than 16 children are under 3 years or a maximum of 100 children of whom no more than 20 may be under 3 years. The service is based in Burnfoot Community School, in Hawick.

The service used two playrooms each providing care for children of similar ages and stages. Each playroom had direct access to secure outdoor areas.

About the inspection

This was an unannounced inspection which took place on Tuesday 30 April 2024 between the hours of 9:00 and 15:30 and on Wednesday 1 May 2024 between the hours of 9:00 and 13:00. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with twenty children and six parents and carers. We received written feedback from five families
- spoke with all staff and management
- observed practice and daily routines
- reviewed documents
- spoke with visiting professionals.

Key messages

• Children experienced warm, nurturing care from responsive staff, which helped them feel secure, safe and loved.

• Children were leading their play due to the play spaces, resources, and supportive staff interactions.

• Staff were respectful in their interactions with each other, children and families.

• Children made progress in literacy and emotional wellbeing through creative and engaging play experiences.

• Staff engaged in regular self-evaluation for improvement to ensure they continued to provide high quality learning. This contributed to everyone feeling included within the setting.

• Staff showed commitment to continuous professional development to support positive outcomes for children and families.

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. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

1.1 Nurturing care and support

Children and families experienced warm and nurturing care and support from a committed team. Staff were calm and caring when interacting with children and knew their individual needs and preferences. As a result, children were happy and engaged and their routines were well managed.

The service had established a rich mealtime experience that promoted children's independence. We observed the routine to be a time for children and staff to connect and enjoy talking together. This experience promoted engaging conversations, supported children to develop confidence and independence as they had ownership of the routine. Mealtimes were well planned, unhurried, and relaxed. Staff were sensitive to children's individual needs and preferences and dealt with these in a kind and sensitive manner. They continued to reflect and evaluate the experience to ensure children continued to have the opportunities to develop life skills.

Personal plans were in place for every child. These reflected children's care needs and preferences. Children's plans were updated regularly and documented the development and progress they had made and what they would like to learn about next. Children and families were involved in discussing progress and agreeing how they would work together. Detailed chronologies ensured any changes in a child's life were documented with actions and outcomes noted. One parent told us "The staff are always there to answer my questions I have about my child's needs. Very supportive if needed".

Detailed care plans were also in place for children who had other agencies involved. The mellow parenting programme supported building trusting relationships and attachments with families, their children and staff. Regular meetings ensured the principles of 'Getting it right for every child' were followed. This meant everyone was clear about their role and responsibilities to support children to make progress at a pace that was right for them. Parents told us "I see the developmental charts on Showbie. I like this" and "Showbie is great. Staff keep it up to date with your child's development and is easy to access".

The service had a system in place for the administration, monitoring and storage of medication. Staff reviewed children's medical information regularly.

1.3 Play and learning

Children were actively leading their play and learning through a balance of planned and freely chosen activities. They talked confidently about their learning. This was documented in daily planning and shared with families online. Staff used children's interests and ideas to extend learning through quality observations and meaningful interactions. Staff were engaged with children at their chosen activities and used the opportunities to capture what they wanted to learn. For example, staff were happy to bring out the chess set as requested by a child. Children's ideas were included in planning and on the learning wall. As a result children's voice was recorded and their right to play and learn valued.

Play experiences were high quality, rich and supported children to engage in sustained learning. Staff

supported this through quality interactions at child's level, use of effective questioning and showing a genuine interest in children's play. For example, staff supported a group of children who wanted to play musical instruments. The ukulele was a favourite and we saw families had become involved by sharing a video of their child playing a musical instrument at home. This meant children were happy, having fun and families felt included. One parent told us their child's "confidence has grown. He's made loads of friends. His development has grown so much since starting here".

Indoor and outdoor spaces offered children rich and well-resourced core provision. Staff had been creative in their approach that offered children well-structured and inviting spaces to play, explore, and investigate. Staff were continuing to develop the outdoor provision and older children from the school had become involved in developing outdoor spaces. As a result, all children were taking ownership of this area.

Children were able to experiment and learn about cause and effect. For example, through addition of an outdoor water tap where children could collect water and use it in their play. They were able to estimate, problem solve and predict what would happen. This meant that children were challenged in play that deepened their learning and sustained their engagement.

Staff ensured children experienced rich numeracy and literacy opportunities indoors and outdoors. There was print displayed around play spaces, good quality books, inviting areas and a good number of loose parts materials which children used to create their ideas. For example, making beds and sun loungers from cardboard boxes and crates. High-quality play experiences and creative use of resources meant children were supported to develop skills in fun and meaningful ways. Staff recognised some areas could be further developed by adding more literacy and numeracy to everyday provision. For example, in the outdoor play mud kitchen area.

Children's opportunities for learning outdoors were enhanced through learning in their wider community. The service had visited local places of interest and welcomed visitors to the service. For example, police visited the setting and accompanied the children on a visit to the local police station where children were learning how to stay safe.

Staff were passionate and committed to the benefits learning outdoors had on a child's development and wellbeing. They valued these experiences as an important part of the planned and responsive learning offered. This meant children developed a strong connection with their wider community and a love of nature. For example, growing and tending to flowers and vegetables. One parent commented "The garden area is great for the kids to play in with loads of different play equipment for them to learn while playing.

How good is our setting? 5 - Very Good

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

Quality indicator 2.2: Children experience high quality facilities

Children benefitted from two large playrooms and both had direct access to their own enclosed garden space. The playrooms offered children play spaces that were calm, well structured, and met their stages of development . This gave a strong message that children mattered. In the Woodlands playroom children benefitted from being able to access toilets independently whereas the older children could not as their toilets were out with the playroom and they had to ask staff to open the playroom door for them. This meant children were not able to go to the toilet independently and children's play may be disrupted.

Therefore, the independence gained while being in other room was now restricted and staff were taken on the floor to meet their needs. This was discussed with management who agreed to allow children in the Acorns room independence. They would evaluate with children and staff and reflect on proposed changes.

Playrooms were homely, comfortable, and furnished to a high standard. Children's wellbeing was promoted through lots of natural light and ventilation as playroom doors were open. This meant children could access the garden freely and benefitted from regular fresh air and exercise. Some children preferred to play outdoors for extended periods of time. Staff had sensitively structured this space to ensure there was a breadth of rich and meaningful learning opportunities. This meant that children's needs and style of learning was being met.

Staff valued the importance of children having access to high quality provision and resources to extend their learning. Staff had created inviting areas that were rich and engaged children's imagination, sparked their creativity and promoted problem-solving skills. Environmental reviews were carried out to ensure different zones were suitably resourced. This could be further developed by involving children more freely in this process.

Children played in a safe and secure environment. They helped staff carry out daily risk assessments of play spaces. This supported them to develop an understanding of risks and how to manage these in their play. As a result, children were developing important life skills in meaningful ways.

Staff were confident in their practice in promoting effective infection, prevention and control practice to ensure children's health and wellbeing. Hand hygiene routines were embedded and cleaning of areas before children ate were robust. It was clear staff took pride in creating and maintaining high quality spaces that met children's holistic needs.

The service had a system in place for reporting and the maintenance of the provision. Boundary fencing in the garden, high handles on doors and effective staff deployment meant children's safety was promoted.

How good is our leadership? 5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvements are led well

Children and families experienced a welcoming, warm, and inclusive ethos that valued them as partners. Management and staff promoted a shared vision for the setting that provided a safe, caring, supportive learning environment that inspired learning through high quality play. This ensured positive outcomes for children. One parent told us "Staff are amazing. If you have any issues/questions they are always there to help you".

Staff were clear about their role and expectations. The management team promoted leadership opportunities at all levels. This meant staff were invested in driving forward improvements through rich experiences for children and families. Leadership roles supported the service improvement plan that included family engagement, outdoor learning, improving literacy and numeracy and garden development.

Staff demonstrated commitment to their professional learning through training and reading of best practice guidance. This included supporting children's emotional literacy, creating inspiring spaces and supported

children's communication, language, and love of books and drama. Staff were able to reflect on training and talk about the positive impact this had on outcomes for children. For example, we shared our guidance Growing My Potential and staff had already started using this best practice guidance to inform their practice. As a result, children benefitted from a team that showed commitment to ensure children to made progress through rich and creative play and learning.

Families experienced a varied family engagement programme led by staff. This included book bug groups, stay and play sessions and opportunities to connect with other families . Families told us they liked attending the sessions with their child as staff always made these sessions fun. Staff reflected and evaluated the experiences to plan future learning sessions.

Children and families were consulted regularly through questionnaires, face to face chats, family meetings and the online app. Their views and suggestions supported the services ongoing improvement journey. Parents commented "They send out Microsoft forms to ensure we are getting the right care for each child" and "Our views and ideas are welcomed".

Staff took part in regular self-evaluation of the provision. Their reflections demonstrated they were forward thinking in identifying their improvement priorities and clear about their actions on how they will deliver these. They made use of best practice guidance such as 'How Good is our Early Learning and Childcare', and 'A Quality Framework for Daycare of Children, Childminding and School Aged Childcare'. This meant children received high quality play and learning that supported them to reach their full potential.

The service had effective quality assurance systems in place that ensured children's journals, planning, playroom observations and improvements were continually reviewed. This ensured children experienced high quality play, learning and engagement. As a result, staff were well informed and understood their role in delivering a very good service that had high aspirations for children.

Families recognised the commitment of the leadership team in supporting the nursery. They commented on feeling valued and supported by the leadership team. They had a clear understanding of the important part they played in improving outcomes for children. As a result, there was a strong culture of respect, support and inclusion.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3: Staff deployment

The deployment of staff was managed well and effective to meet children's needs. Staff worked well together and ensured children were able to follow their interests and access the full provision. Families described the team as friendly with a good community spirit that focussed on children's emotions and interests. This meant that children and families benefitted from strong partnerships that supported children to thrive and flourish. Parents told us "always appears to be more than enough staff available" and "staff are always there to support kid's needs. Includes care, play, and toileting".

There was a consistent and effective approach to communication. Regular team meetings provided opportunities for staff to come together and discuss the service. Information on individual children, best practice documents and planning for a breadth of experiences created opportunities for staff to reflect on

practice and ensure they were meeting the needs of every child.

Staff worked effectively as a team as their skills, commitment and understanding of quality engagement promoted children's learning and fun. Staff sat with children and supported their learning where they chose to play. As a result, children experienced quality interactions that gave a strong message that they mattered.

Across the day, staff communicated very well as a team. They had a clear understanding of each other's roles and responsibilities and deployed themselves effectively to ensure children were supported. Staff breaks were managed without disruption to children's care and learning. This ensured staff's wellbeing was considered. As a result, children's sense of security and overall wellbeing was promoted.

Staff had opportunities to develop skills in mentoring colleagues using the national induction resource within the service handbook. New staff told us they had a mentor that they met with regularly and were also supported by the whole team. This meant that an individualised programme was offered in line with best practice guidance at a pace that was right for them.

Children benefitted from a very good service that valued their right to play and have fun through quality interactions, positive relationships, and enabling environment.

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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