Barassie Early Years Centre
Day Care of Children

Burnfoot Avenue
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Telephone: 01292 690 072

Type of inspection:
Unannounced

Completed on:
24 January 2024

Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Service no:
CS2003016132

About the service

Barassie Early Years Centre is located in Barassie, South Ayrshire. It is situated within Barassie Primary School. The service is provided by South Ayrshire Council.

The service is registered to provide a daycare of children's service for a maximum of 56 children aged from three years old to not yet attending primary school.

Children have access to a large, bright playroom and an outdoor space. All children can freely move between indoors and outdoors throughout the day. The early years class is located within walking distance of local shops, parks, the beach and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 January and Wednesday 24 January 2024 between 08:00 and 17:30. We gave in-person feedback to the service on Wednesday 24 January 2024 at 14:00. 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 registration information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed and spoke with several children using the service
- sent out a family questionnaire and received seven responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were having fun and enjoying the resources and experiences available for play and learning.
- Children benefited from a staff team that valued learning through play, both indoors and outdoors.
- Children accessed their local community to enjoy, have fun and learn.
- Staff and the management team placed children, and their families, at the heart of their work, ensuring children were loved, secure and well-supported.
- Children and families experienced warmth and caring approaches to support their overall wellbeing.
- Staff worked well together and were confident in their roles to ensure the best outcomes for children.
- The indoor environment should continue to be resourced with stimulating activities that engage all children.

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 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 warmth and care from staff who knew them very well. We saw children being respected and praised throughout their day. As a result, we saw confident children enjoying the early years environment. One parent told us; "I am delighted with the care my child has received at Barassie Early Years Centre. The staff are nurturing and know my child well."

Staff, children and parents spoke highly of the well-established beach school that operated two days a week. We saw pictures of children engaging with their local community, learning about beach safety whilst enjoying and having fun. We heard of excellent "beach wellbeing" sessions where children were encouraged to self-regulate their emotions by listening to the sound, sitting quietly and watching waves or birds. Staff also told us that they had taken the children on the ferry to Arran to "see the other side" of their view. Plans were also being made to make links with local schools on the Isle of Arran.

Children were cared for by staff who knew them well. Personal plans outlined general information about children's needs and preferences and how these were supported to promote experiences and outcomes for children. These should be developed to ensure that they reflect individual children's health, safety and welfare needs, and are reviewed timeously.

Children enjoyed mealtimes. We saw children choosing when to eat snack, helping with the preparation of the fruit and setting the table for their snacks. Children ate snack with their friends. Meals provided by the service were nutritious and met children's individual dietary requirements. Staff had adapted the lunch time routine to ensure children had autonomy and self-regulation. Children enjoyed a sociable, learning rich lunch time that had positive outcomes for all children. Children were able to stay hydrated throughout the day through readily available drinking water, with one child proudly showing us how they accessed the water.

Children's health needs were promoted through the safe storage and administration of medication. Staff were knowledgeable about children's health needs and allergies, which helped to ensure the wellbeing of all children.

Children were well-supported in the indoor and outdoor environments by staff who knew about nurturing principles and delivered them calmly and with warmth. Staff engagement with children was child-centred; this contributed to a settled environment. Care was taken by staff to ensure that they communicated with children in a respectful manner. We saw this reciprocated in child to staff and child to child interactions. This meant that children were respected, included and confident.

Where other agencies were involved in supporting children, staff worked effectively with them to ensure a shared understanding of how to meet children's individual needs. We spoke with a visiting professional during the inspection visit. They told us that staff "went above and beyond" to support Barassie children.

Children and their families were central to the nursery. One parent told us "I feel staff are very personal with our family, nothing is ever a trouble and I feel my child is very well cared for. It really helps with their development."

Accident and incident records were in place; these should be developed to ensure that they comply with up-to-date General Data Protection Regulation (GDPR) requirements. Parents should sign and date accident and incident forms to acknowledge they are aware of any potential impact on their child.

Quality indicator 1.3: Play and learning

Children had fun and enjoyed a mixture of planned and spontaneous activities. Staff planned activities around children's interests to provide stimulating activities such as building blocks, tea parties and artwork on easels. We saw children having fun making dams and bridges in the puddles in the outdoor area. There was a balance of spontaneous and planned experiences, these should continue to be supported through extended resources, particularly indoors. Staff scaffolded and used effective questioning to encourage children's thinking and language development. We could see that children felt safe and secure. As a result, children were happy and confident.

Children experienced opportunities to develop numeracy and literacy skills. Mathematical concepts should continue to be embedded in the play spaces across the setting. Some numbered resources supported recognition of printed numbers. The environment had print and written word that encouraged children to mark make. Children enjoyed books and spontaneous stories and singing which promoted language development. Staff gave children choices of books and stories to read. Staff used language, story boards and visual cues to support communication across the nursery, helping all children to be included.

Children benefited from staff interactions to encourage their thinking and problem solving. Staff used natural approaches to encourage children to find solutions and extend their learning. For example, we saw children working together to catch rain from the downpipe, explanations were simple but effective and supported children to understand the concept of volume, capacity and turn taking. As a result, we saw children respecting themselves, the environment and their friends.

Children's progression was supported through observations of their learning and achievements. These were shared with parents through online journals. The online journal software had recently been changed; we saw that staff were working extremely hard to make these as accessible as they could to ensure parents could contribute.

How good is our setting? 5 - Very Good

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

Children experienced a safe, comfortable and welcoming environment where they could play and learn. The environment had been reconsidered since the last inspection to further support quiet, focused and nurturing time. The well-maintained playroom was furnished to a high standard with lots of natural light and ventilation. The underfloor heating ensured that the room temperature was comfortable, we noted children enjoyed playing on the floor. Some quiet areas in the rooms had been considered to offer children space to rest, relax and self-regulate during the day.

Children were confident moving around the spaces available, both indoors and in the enclosed outdoor spaces. One child told us, "I like nursery, I like it a lot." Another said, "I like going outside, we can go outside when we want." This supported children to lead their own play and have fun with their friends.

Although Beach School was cancelled due to the national amber weather warning on the days of the inspection visit, children and staff told us about the exciting times they had at the beach. All staff were enthusiastic, positive and clearly loved accessing the beach with the children. Photographs supported the stories they told us. One parent told us: "My child has had fantastic experiences during her time at the centre including weekly beach school and several trips further afield. They talk fondly about their time on the beach and regularly tell me what they have been learning about."

The setting and equipment were safe and well-maintained. Children's safety was promoted by vigilant staff and modifications had been made to ensure the exit doors were secure. Staff were safety conscious and supervised children at all times. This helped to promote a safe and secure environment for children to play in.

Children were involved in assessing and managing reasonable risks. For example, they were standing on boxes to enable them to reach higher. Children's personal information was stored securely in a locked filing cabinet and digital information was password protected. This ensured families' privacy and confidentiality.

How good is our leadership? 5 - Very Good

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

The vision, values and aims for the setting reflected the aspirations of children, families, partners and the wider community in Barassie. This ensured positive outcomes for all. Staff had adopted a rights-based approach which respected children's individuality, promoting an environment where all children felt valued and welcome.

Strong leadership supported staff to feel confident. The headteacher, depute headteacher and the nursery senior practitioner worked well together to ensure there were rich learning experiences for children.

The service had created an improvement plan based on priorities identified by the management and staff team. Children and their families had been meaningfully involved in the improvement planning process. Effective policies, procedures and quality assurance processes were in place, and also supported the development of the service. Self-evaluation was reflected in the improvement plan. Management met regularly to discuss progress and to consider how children's voices were being heard in the evaluation process. Staff recognised the important part they each played in meeting the needs of children and families.

How good is our staff team? 5 - Very Good

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

Staff knew children and their families very well. Secure relationships between them were evident in the kind and compassionate interactions we observed. Parents told us that staff were supportive, approachable, professional and loving, and that "my children adore the staff and in summer get upset about not seeing them." This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them.

Effective use was made of staff knowledge and skills to ensure children's experiences were positive. Staff communicated very well with each other and worked together to keep children safe and engaged in quality experiences. This meant that key tasks and responsibilities could be carried out whilst ensuring continued positive outcomes for children.

Continuity of care for children was promoted through the positive management of staff absences and breaks. Staff demonstrated a flexible approach, where possible their breaks avoided busy times such as lunch, when children were likely to need adult support.

Children benefited from a positive ethos which was reflected in the actions of the staff team. We saw staff working as a team to identify common goals and aspirations for the service. This contributed to the nurturing, supportive environment for children.

Staff wellbeing was a priority for the management team. An open door policy, one-to-one meetings and annual appraisals meant staff felt valued, supported and listened to. As a result, we met happy staff, working well together.

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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