Broxburn Primary School Nursery Class
Day Care of Children

School Road
Off West Main Street
Broxburn
EH52 5RP

Telephone: 01506 852 018

Type of inspection:
Unannounced

Completed on:
6 October 2023

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003017489

About the service

Broxburn Primary School Nursery Class is a day care of children service which is provided by West Lothian Council. The service is situated on the same site as the primary school in Broxburn, West Lothian. Children benefit from an open plan playroom and have direct access to an enclosed garden looking out onto the school playground.

The service is registered to provide care to a maximum of 64 children aged 3 to not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on Tuesday 3 October 2023 from 12:30 to 16:45 and Wednesday 4 October 2023 from 09:00 to 16:45. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about the 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 children using the service
- Reviewed feedback from seven families
- Spoke with staff and management and reviewed staff feedback
- Observed practice
- Reviewed documents.

Key messages

- Children experienced nurturing, warm and kind interactions from staff.
- Children had access to indoors and outdoors throughout the day, enabling them to make choices in their play.
- Staff took appropriate action to ensure children were safe and secure in the setting.
- Staff were committed to their role, ensuring children reach their full potential.

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 positively on outcomes for children with very few areas for improvement.

Quality indicator 1.1: Nurturing care and support

Children benefitted from warm, nurturing and respectful interactions. Children sought affection and this was given by staff in the form of cuddles. Staff expressed genuine care and asked children how they were feeling, this made children feel safe and valued.

Effective use of personal plans supported children's wellbeing and were reviewed and updated as required and in line with current guidance. Staff got to know children and families before they started, as a result transitions were adjusted to meet their needs. Staff supported a child's transition through sensitively sharing the child's play space, communicating and offering cuddles. This strategy was documented and shared with the team to ensure a consistent approach. We were told by parents, "I like the way staff get to know my child". This enabled children to feel safe and respected in their own space, and to make their own choices about the level of engagement they had with staff.

The nurturing ethos and strong value base of the service meant that children and families were supported by staff who genuinely cared about them. Staff were aware of risks that could negatively impact upon children and worked effectively alongside specialist agencies to promote children and family's safety and wellbeing. Staff increased their knowledge and skills to enable them to effectively meet children's additional needs. A member of staff researched alternative resources that would be safe if a child put it in their mouth, making edible play dough along with sensitive interactions and redirection. This enabled an inclusive approach for the child to participate safely in a core play experience.

Generally mealtimes were positive. Afternoon snack was relaxed and children were able to choose if they wanted snack. Children were able to make food choices and enjoyed social interactions during snack, with quality conversations taking place between staff and peers. Lunch time for most children was positive, however it was not as reflective as the experiences across the setting and the value based practice observed during the inspection. Lunch was served to all children at the same time and often felt hurried and task orientated. There were conversations throughout lunch time for some children with staff, however there were missed opportunities to have deeper conversations or to pick up on quieter children's cues. As a result children did not have the same shared experiences during lunch time and for some, levels of engagement and conversations where task related. To continue to make progress and improvements, the setting should review lunch time experiences from the children's perspective, using guidance to support reflective discussions and self evaluation.

Effective systems were in place to manage medication. Child healthcare plans were regularly updated and reflected current support and medical care. In addition to first aid training relevant staff had received training and advice on how to care for children with complex needs. As a result all children were cared for safely. As part of quality assurance consideration could be given to the medication paperwork to provided more detail about health symptoms.

Quality indicator 1.3: Play and learning

Planning approaches were child led, following their interests and supported by seasonal changes. Learning intentions were planned for across the curriculum, with attractively presented resources and interactive displays.

Learning experiences were documented in floor books and contained children's work, ideas and their voice. Children were able to revisit their learning and share experiences with friends and family. This supported families to be included in their child's learning. Adopting a consistent approach to the focus of the floor books would enhance play and learning, and provide challenge for children.

Staff knew the children well, their preferences and offered activities to meet their needs and interests. For example, a child was interested in making a car and the member of staff was fully engaged with the child and skilfully asked questions to promote curiosity and enquiry about how to make the car. As a result the child was able to problem solve, find solutions and make mistakes within a safe space.

A new system was recently introduced to replace the previous learning journals, and staff were in the process of becoming familiar with it. Meaningful observations captured children's progress and aligned with strategies detailed within personal plans. For example an observation of a child in play quoted their language. This enabled staff to track the progress made in his communication and language from previous observations. As a result effective observational assessments documented progress and achievements of children.

Staff expressed a strong sense of pride in the children's achievements through their observations and comments on the digital platform. Staff reported an increase in parental engagement with the new system and parents left comments and shared videos from home. Relationships and communication between home and the setting were strengthened through the sharing of children's experiences.

Children's play and learning benefitted from access to areas within the school, including the use of the gym hall, music room and library. Staff were creative in how the school space was used for children with additional support needs. A child who felt overwhelmed within the busy nursery environment had the opportunity to walk around the quieter school spaces and enjoy a story in the library, this helped to regulate their emotions before returning to the nursery, and showed respect for their individual needs.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children benefitted from a service that was clean, comfortable and inviting. The use of fairy lights and lamps enhanced the natural light, and soft music playing throughout added to the calming environment. The entrance area was attractively presented with floor books on display for parents to view and share with children as they waited. The indoor entrance area was equally attractively presented with informative displays including staff photos, visions and values, family photographs and information about services in the local community. This enabled children and families to feel valued and included in the setting and their wider community.

Children's belongings were respected with coats on pegs and ample space for children to change shoes and coats easily. This provided children and families with a sense of belonging and worth.

The flow of the space and choice of resources provided opportunity for children to play alone or with peers. To compliment the large open space in the playroom, a separate nurture bay had been designed to support children's emotional and sensory development. The design and layout enabled children to feel safe and secure with the choice of moving between the busy and quiet spaces.

The indoor space and resources were generally well maintained, however there were some books within the house area that were worn. The outdoor space continued to be developed as part of the improvement plan. The mud kitchen was well resourced, however there was no mud available, and this was a a missed opportunity for children to play and explore. The leadership team were responsive and actioned the purchasing of mud. To enhance quality assurance and experiences for children, staff could be supported as part of their roles and responsibilities to identify resources that require to be mended or replenished, ensuring children have access to quality resources at all times.

Children benefitted from the regular use of the muddy hill within the school grounds. The hill and surrounding area provided rich experiences in all weathers for children to play and have fun in a natural space. This provided an alternative outdoor experience for children from the outdoor area that is mostly concrete. A comment from a parent included "for the children to have more frequent use of the muddy hill".

Staff had worked hard to provide additional experiences outdoors using creative approaches, including the use of wooden pallets placed against the walls to create water runs with guttering and as an alternative to a painting easel. We highlighted during the inspection the potential risk to children from climbing and falling due to the location and placement of the pallets. This was previously highlighted during the local authority supported self evaluation visit. In addition, we raised potential risk factors of climbing and falling regarding the height and design of the external gates. We were satisfied with the leadership team's prompt response to making adjustments to the positioning of outdoor resources, risk assessments and awareness of regularly reviewing this as part of quality assurances. As a result, this further ensured the safe care of children.

Infection prevention and control was raised during the inspection regarding lids for waste bins to minimise the spread of infection and the use of the nappy changing space. We were satisfied by the immediate response and solution. As a result, responding effectively to current guidance, this ensured children's health, wellbeing and safety.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

The service had a clear vision, values and aims that were underpinned by The United Nations Convention on the Rights of the Child and embedded in practice. Children and families benefited from a shared ethos of being inspired, loved and growing together. These were promoted through staff working together to create a welcoming ethos that valued children as individuals. One child during inspection commented that she "used to cry coming to nursery but doesn't anymore because she feels happy and has friends". As a result, children developed at a pace that was right for them in a happy and stimulating environment.

There were a variety of approaches to family engagement, including stay and play sessions, Broxburn blethers and regular newsletters. Staff skilfully tailored family learning opportunities to reflect the needs of children. A presentation on toilet training was created and shared with parents to inform their approaches at home. Several children benefitted from the consistent approach they experienced at home and in the setting. Parent's views were valued and actively sought to help shape future Broxburn blether sessions. A parent had asked for advice on weaning and sleep routines and it had been arranged for a local health visitor to attend and provide relevant information. Relationships between families and the service helped to meet children's needs and increased family resilience.

Established quality assurance systems were implemented across the service. The leadership team spoke confidently about these and used national and local guidance to inform and support quality assurance and self evaluation. Staff practice and development was supported through regular and meaningful observations and constructive feedback with leaders. As a result staff had the opportunity to reflect and develop practice. Staff commented, "I have regular support and supervision with my manager". As a result staff practice and provision was supported through improvement, and children's experiences were enhanced.

A comprehensive improvement plan was in place and used by the team to inform improvements across the service. Improvement areas were discussed as part of team meetings. All staff were aware of the improvement plan and their role and responsibilities within it. Time was allocated for staff to be part of improvement planning and team meetings. Minutes of meetings were shared with the team, this ensured all staff were included and had the opportunity to contribute and share information. A comment from a member of staff was "I am fully involved in the self evaluation of the setting". As a result staff felt their contributions were valued to the life and work of the service.

Effective quality assurance systems were enhanced by the Friday forecast plan for the year, providing time for staff training, reflection and planning. As a result time was allocated to ensure staff had the skills and knowledge to support the service and children. Using current guidance to support a deeper level of scrutiny, the service could enhance children's ongoing experiences and the service further.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted positively on outcomes for children with very few areas for improvement.

Quality indicator 4.3: Staff deployment

The deployment of staff within the service was effective and well managed to support children's needs. Staff worked together to ensure children had access to the full provision across the whole day. Staff told us they felt supported by each other and the management team. As a result, staff were happy and felt valued in their role.

Staff worked well together and communicated to each other throughout the day and deployed themselves effectively. During break time, staff seamlessly fitted into each others roles and maintained interactions with children. As a result there was minimal disruption to children's care and play. Staff spoke to children about where they were going and when they would return, this provided security and predictability to the children's daily routines.

Effective staff deployment plans ensured that children who required further support due to health needs were supported by staff in a calm and planned way. As a result children experienced individual care and support in a calm environment with adults who were familiar to them and their needs.

Flexible systems for mentoring new and established staff were having a positive impact on supporting practice. Constructive conversations had taken place to develop practice and to provide continuous learning and development. We were told from staff "I have had excellent support from the leadership team, who have all helped me in areas where I need improvement and have also supported by listening". As a result staff felt valued and supported in their roles and practice. Leaders told us "Currently 1:1 check-ins between early years officer and practitioners are informal there are plans to formalise these". Documenting discussions and agreements will provide a robust process to review and reflect with staff as part of ongoing staff and service development.

Leaders were present in the setting and adjusted workloads to be available to support any planned or unplanned absences. Staff told us that during absences "the whole team are very flexible and willing to adapt when necessary". Value was placed on looking after staff wellbeing as well as children's. The team recognised that by doing this, they were more emotionally available for children and better able to meet children's emotional needs. Supports included optional staff yoga and meditation.

The depute head teacher modelled a compassionate approach, by being available to staff, children and families throughout each day. As a result, embedding the ethos of the service through daily interactions. Staff were committed to continually reflecting on their practice to help ensure they were getting it right 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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