Bo'ness Public Primary School, Early Learning and Childcare Class
Day Care of Children

Stewart Avenue
Bo'ness
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Telephone: 01506 778 300

Type of inspection:
Unannounced

Completed on:
2 November 2022

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003048021

About the service

Bo'ness Public Primary School, Early Learning and Childcare Class is a day care of children service in Bo'ness, provided by Falkirk Council. It is registered to provide to a maximum of 32 children aged from three years to those not yet attending primary school.

The nursery is accommodated on the ground floor of Bo'ness Public Primary School. Accommodation comprises of an office, a large playroom with kitchen area, an additional multi-use room, toilets, changing room and a cloakroom area. There are two enclosed outdoor areas, one of which is directly accessed from the playrooms. Children can also access a large grassy area to the front of the building as well as school playgrounds. Children have opportunities for outings within the community to local shops, parks, and woodland.

About the inspection

This was an unannounced inspection which took place on 2 November 2022. 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 ten children and two parents using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced kind and nurturing care.
- Children's wellbeing benefitted from staff who understood their individual care and support needs well.
- Children benefitted from an inviting and welcoming environment with a calm atmosphere.
- Planning approaches were responsive to children's interests.
- Risk assessments should now be developed further to assess and manage children's safety outdoors.
- The service was well led by management who had high aspirations for children and families.
- Children and families benefitted from a culture of self-evaluation and continuous improvement.
- The staff team communicated well to meet children's needs and effective teamwork ensured that children were well supported.

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?	4 - 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 with major strengths in supporting positive outcomes for children and families.

Quality indicator 1.1 Nurturing care and support

Children experienced kind and nurturing care. Staff knew children well and were calm, respectful, and skilled in building relationships. Staff and children warmly chatted together, contributing to children's sense of belonging and feeling valued. Staff used sensitive use of praise and supported children to understand their emotions. As a result, children were happy and secure.

Children's wellbeing benefitted from staff who understood their individual care and support needs well and adapted approaches to suit individuals. Effective personal plans were in place for children. Clear and consistent strategies were understood and implemented by all staff to ensure children's needs were met. These included using pictorial symbols, Makaton signing and giving children time to respond. As a result, children felt included and were supported to be confident and make progress.

The inclusive ethos was enhanced through positive relationships with families. Parents experienced regular communication and information sharing through discussions, telephone calls and digital technology. Parents highlighted the regular communication as a strength and told us how much they appreciated the frequent informal discussions about their child. Personal plans were discussed with parents at regular planned reviews. Parents comments included, "We look at his journal and agree next steps". As a result, families felt well supported and involved in their child's care.

Children benefitted from healthy meals and snacks with opportunities to develop independence and practice a range of skills. For example, children helped to prepare food. They chose what they wanted to eat, serving themselves and pouring their own drinks. Staff sat with children, chatting informally, and modelled healthy eating. Children's experience was nurturing, relaxed and at a pace to suit individuals.

Quality indicator 1.3 Play and learning

We evaluated this key question as very good with major strengths in supporting positive outcomes for children and families.

Indoor and outdoor environments supported children to have choice in where they wanted to play. Activities and resources were laid out to encourage independence and supported children's interests. As a result, children were motivated and engaged.

Children had fun as they were meaningfully and actively involved in their play and learning. For example, children developed vocabulary and learned about sharing and negotiating as they played with blocks saying, "This is a jumping boat. Look we can jump over. My turn first". Parents comments included, "Staff play with the children alongside them".

Planning was responsive to children's interests and staff were developing a consistent approach to their observations of children. Children were involved in the planning process and their thoughts, ideas and views were gathered in large books. Taking a child centred approach supported children to feel involved and empowered.

Children's play and learning was enhanced from outings within their community. For example, they visited the local café to support their role play interest. Visits to local parks and woodland also provided opportunities for children to develop curiosity and help them to feel connected to their community.

During interactions staff modelled use of language and supported children's communication and thinking. Children solved problems as they designed models and learned about the properties of sand. As a result, children were challenged and interested in their learning.

Parents had opportunities to participate in sessions to play and learn with their child. For example, children told us how they worked with parents in the garden to make bird feeders. Parents also commented positively about the Bookbug sessions which they attended. Working in partnership with families helped children to receive the support they needed to reach their potential.

How good is our setting? 4 - Good

We evaluated this key question as good with a number of important strengths which, taken together, clearly outweigh areas for improvement.

Quality indicator 2.2 Children experience high quality facilities

Children benefitted from a bright and spacious environment. It was inviting and welcoming with a calm atmosphere. A range of quality resources supported children's needs and play experiences. There was a strong feeling that children matter, and that effort had been made to make their environment appealing. Areas with homely touches allowed children to relax and feel safe. Larger spaces provided opportunities for playing in groups, allowing children to be social and learn about negotiating. Extending the use of open-ended resources would encourage children to be curious and imaginative.

Children benefitted from varied outdoor spaces in which to play. They had opportunities to run, climb, dig, build, play imaginatively and take appropriate risks. This encouraged them to be active and supported their wellbeing. Supported by parents, the service had developed a garden which allowed children to play imaginatively and learn about nature.

Effective procedures were in place to record and report maintenance issues. Arrangements for storage of personal information were well managed. Staff should make use of best practice guidance in keeping children safe. Written risk assessments were in place, and these should now be developed further to assess and manage children's safety outdoors. Involving children in developing and using risk assessments would support their awareness of safety.

Measures were taken to minimise the spread of infection and support children's wellbeing. Rooms were well ventilated and regular cleaning took place. Children had a good understanding of handwashing routines and should be encouraged to wash hands after eating. Staff should continue to use best practice guidance, 'Infection prevention and control in childcare settings, 2018' to ensure consistency of approach such as when changing children.

Areas for improvement

1. To support children's wellbeing and safety staff should further develop risk assessments and involve children in using and reviewing them.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am helped to feel safe and secure in my local community' (HSCS 3.25).

How good is our leadership? 5 - Very Good

We evaluated this key question as very good with major strengths in supporting positive outcomes for children and families.

Quality indicator 3.1 Quality assurance and improvements are well led

The service was well led by management who promoted a clear shared vision for the nursery and had high aspirations for children and families. Staff were encouraged to reflect on their practice, such as during weekly meetings, and were confident in making changes needed. This contributed to improved experiences for children and their families.

Children and families benefitted from a culture of self-evaluation and continuous improvement. Staff, children, and parents were valued and felt confident and supported in contributing their views for change. Feedback from discussions and other communication was used constructively. For example, daily transitions had been reviewed to support arrival and departure arrangements and allow staff to communicate with parents. As a result, children's needs were met quickly. This shared responsibility helped to shape developments in the service.

Effective policies, procedures and quality assurance processes were in place to support the improvement of the service. A regularly monitored improvement plan ensured progress of planned developments. Managers and staff were reflective, with a commitment to self-evaluation, which was evident in their responsive and planned approaches. As a result, effective changes were made which supported positive outcomes for children and families.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good with major strengths in supporting positive outcomes for children and families.

Quality indicator 4.3 Staff deployment

Following a period of change the staff team had a mixture of skills, knowledge and expertise and were deployed to ensure leadership roles were maximised. Staff were good role models to temporary and new staff. Induction procedures and regular meetings allowed experienced staff to provide appropriate guidance and support. The management team worked with staff and played a key role in promoting good practice. Having the necessary information and skills ensured children received high quality care and support.

Staff were confident in their roles and communicated well as a team when tasks took them away from their areas of responsibility. For example, staff breaks were planned to minimise disruption and provide support for children at busy times of the day such as mealtimes. They worked well together to maintain quality engagement with children. This contributed to effective supervision and consistency of care in meeting the needs of each child.

Staff were deployed in a way that ensured children had positive experiences across the day. The staff team communicated well to meet children's needs and effective teamwork ensured that children were well supported. Where children required additional support staff ratios were adjusted accordingly to ensure children's wellbeing and safety.

The team worked well together and there was a clear commitment to professional development. For example, staff told us how training in 'developing enabling environments' had influenced their thinking about spaces within the nursery. Their enhanced knowledge benefitted children and parents from improved learning opportunities. Staff confidently discussed their distributed leadership roles and the positive changes they had made on outcomes for children and families.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

For children with additional support needs to have a positive experience which helps them to achieve, the provider should ensure all staff are well trained and able to implement suggested strategies from the child's personal plan. This should include, but is not limited to, how staff are deployed during the day to best meet children's needs and keep them safe.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

"I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential." (HSCS 1.6).

This area for improvement was made on 24 January 2022.

Action taken since then

Supported by the local authority, and a range of other professionals, the staff team have undertaken a significant amount of training in supporting children with additional support needs. Personal plans include detailed strategies for supporting children and these are understood and used consistently by all staff. Deployment of staff, and communication between them, met the needs of children well. Therefore, this area for improvement has been met.

Previous area for improvement 2

To promote children's emotional wellbeing, the provider should review and evaluate their strategies for discussing, recognising and supporting children's emotions. This should include, but is not limited to, creating a shared approach across the team which uses consistent language and nurturing practice with children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

"I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect." (HSCS 1.29).

This area for improvement was made on 24 January 2022.

Action taken since then

Staff were very nurturing towards children, recognising and responding appropriately to their needs quickly. Consistent use of language and strategies to help children to manage their emotions was supporting them well. The positive impact of this could be seen in happy and content children who had close relationships with adults. Therefore, this area for improvement has been met.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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