Bridge of Weir Early Learning and Childcare Class
Day Care of Children

Bridge of Weir Primary School
Warlock Road
Bridge of Weir
PA11 3QB

Telephone: 0300 300 0195

Type of inspection:
Unannounced

Completed on:
24 November 2023

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2006128459

About the service

Bridge of Weir Early Learning and Childcare Class operates within Bridge of Weir Primary School. The service has its own entrance area, secure outdoor play area and three playrooms. Children also have access to a separate lunchroom which opens out to an enclosed outdoor area. The service provider is Renfrewshire Council.

The service is registered to provide a day care of children service to a maximum of 58 children not yet of an age to attend primary school at any one time. Of those 58, no more than 10 are aged two to under three and no more than 48 are aged three to those not yet attending primary school.

About the inspection

This was an unannounced inspection which took place on 22 November 2023 between the hours of 09:30 and 17:30. The inspection was carried out by three 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 children using the service and received questionnaires from 12 of their families.
- Spoke with staff and management.
- Observed practice and daily life.
- Reviewed documents.

Key messages

• Children experienced kind and compassionate care with respectful and responsive interactions from staff.

• Holistic opportunities to develop language, literacy and numeracy skills were strongly evident throughout the early years class.

• Staff had carefully considered the layout of the playrooms and created spacious zones that invited children into high quality play and learning spaces.

• A collaborative ethos and strong leadership supported staff to have high aspirations and confidence in their abilities, contributing to positive outcomes for children and families.

• Staff were highly skilled in ensuring positive outcomes for children throughout the day. There was a very good mix of skills, knowledge and experience in the staff team.

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/people, therefore we evaluated this key question as very good.

1.1 Nurturing care and support

Children experienced kind and compassionate care with respectful and responsive interactions from staff. It was clear that staff knew children and families very well and valued positive relationships. Children and families' personal preferences were carefully considered through 'what matters to you' questionnaires which were reflected in practice. Children happily approached staff for comfort and cuddles and proudly shared their achievements. As a result, children were happy, settled and confident in the early years class. A clear nurturing ethos was evident and there was a strong sense that children and families mattered.

Children benefitted from unhurried meal and snack times. Snack was available in the kitchen for most of the morning, this meant that children could choose to have a snack when they were ready. Children were encouraged to take ownership of their mealtime experience and develop their independence through self-serving, pouring water, clearing their plates and washing their dishes. Staff sat with children during mealtimes having meaningful conversations, singing songs and playing word games. This created a positive, sociable and fun mealtime experience. Allergy and dietary requirements were clearly understood by all staff and inclusive alternatives were provided to support children's health and well-being. Children would benefit from a choice on which lunch sitting they would like to attend, and the option to return to the playroom after eating if they choose to do so.

Children's health and wellbeing was supported through effective use of personal planning. Personal plans were developed with parents and all staff had a very good understanding of children's needs. Interactions and support strategies observed in practice were reflected in children's personal plans through next steps and progress reviews linked to wellbeing indicators. This supported children to achieve their full potential and enabled staff to provide individualised care and support.

Children's health needs were met through well-managed systems and processes for the storage and administration of medication. All staff were fully informed on children's health and medical requirements and their roles and responsibilities. Recording methods were in line with current best practice guidance and reviewed appropriately. As a result children's health information was current and children were kept safe.

1.3 Play and learning

Children independently led their play through a balance of spontaneous and effectively planned experiences. Children were excited to show us their clay models, and objects that they had discovered in the sandpit. Outdoors, children excitedly chased bubbles and invited staff into their play, imaginatively racing around a race track. As a result, all children were happy and engaged in a variety of stimulating play activities throughout the inspection visit.

Children benefited from rich learning experiences to develop their creativity and curiosity through an extensive range of loose part materials. We observed children happily engaged for long periods of time in junk modelling, and in the construction area where they were building and playing in a ship. Staff skilfully used effective questioning to extend children's learning and support their critical thinking.

Holistic opportunities to develop language, literacy and numeracy skills were strongly evident throughout the learning zones. Some children chose to write their own stories whilst others enjoyed finding and identifying numbers in shaving foam. Staff supported children to identify the time and sang songs throughout the day. Staff demonstrated a good knowledge and understanding of schematic play, where children learn through repeated patterns of behaviour and child development theory. As a result, children consolidated their learning at a pace that was right for them, through enriching play experiences supported by highly skilled staff.

Child-centred planning approaches clearly reflected children's interests and real-life experiences. Planning was responsively developed and recorded on the wall of each learning zone and through floor books. Children's voices and interests were clearly identified in the play experiences available in each of the learning zones. Staff collaboratively shared learning observations with each other through an 'observation wall' and parents were included through the effective use of online learning journals. Some information was printed and stored in children's books and these were stored at children's level and were freely accessible. As a result, children and families were meaningfully included in planning, learning and achievements.

Play and learning opportunities were enhanced through multiple opportunities to engage with the local and wider community. Some recent examples included gifting books in the local community, attending music sessions at a local music shop and enjoying visits with the local horticultural society to plant, grow and cook their own vegetables. It was clear the nursery class valued the relationship between the nursery class and the community. This supported meaningful community connections that had a positive impact on children, families and the local 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/people, therefore we evaluated this key question as very good.

2.2 Children experience high quality facilities

Children were cared for in an environment that was bright, well ventilated, clean and homely. Staff had carefully considered the layout of the playrooms and created spacious zones that invited children into high quality play and learning spaces. Children benefitted from play spaces that were centred around their needs and reflected their current interests. Parents were welcomed into playrooms where children's achievements and aspects of their home lives were displayed and celebrated. This promoted children's ownership of their environment and gave a strong message to children and families that they mattered.

All children were engaged in play, confidently and independently moving around each zone. Children had access to a large selection of loose parts, real, natural and open-ended resources indoors and outdoors. This supported children to play and learn in a meaningful environment that stimulated their curiosity, enquiry and creativity.

Children experienced free flow access to the outdoor environment which offered plenty of opportunities for exploratory and active play. Staff promoted the positive impact of outdoor play on children's health and well-being. They told us about plans to begin visiting a local forest to enhance children's experiences in the outdoor environment. Parents spoke highly of the environment describing it as, 'nurturing', 'safe' and 'lovely with great opportunities.' To ensure comfortable temperatures for all children, we asked that the service be mindful of the indoor temperature when the doors and windows were open.

The environment was safe, secure and resources were well maintained. Children were supported to assess their own risk during play. We observed children being encouraged to think about their choices and the impact on their safety. This enabled children to gain confidence in engaging in risky play experiences whilst keeping themselves safe. Staff had a clear understanding of infection, prevention and control procedures, overall, these were implemented effectively. This helped to keep children safe and healthy and minimise any potential spread of infection.

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/people, therefore we evaluated this key question as very good.

3.1 Quality assurance and improvement are led well.

Management and staff were committed to delivering a high-quality service for children and families, demonstrating a positive outlook on change and improvement. They were in the process of personalising their vision and values to ensure that they reflected the current staff team, children and families. A positive, respectful ethos meant that all staff felt personally and professionally supported to share their views and initiate change. The passion and motivation the whole staff to ensure positive outcomes for children and families was highlighted as a particular strength during our inspection. As a result, children were cared for by an empowered staff team who were committed to meeting their needs.

Staff understood the importance of actively seeking children and families' views to inform service development. Children's voices were evident throughout the nursery class and parents had been consulted on their views. A 'you said, we did' evidenced that parents' views supported change. On the morning of the inspection parents had been invited into the early years class for 'a wee blether.' During this time parents enjoyed chatting with each other and had the opportunity to provide feedback and contribute to floor books. One parent stated, 'the interaction between staff and parents is exceptional. Parents can easily pose questions and enquiries, receiving prompt feedback from the staff.' Some parents told us that they would like the nursery class to provide 'more opportunities for parents to be involved' and that 'being a bit more involved in nursery life would make this nursery even better.' Staff told us that they were continuing to encourage parents to contribute to service improvement. This meaningful engagement with children and families contributed to a culture of continuous improvement suited to their needs.

Self-evaluation was underpinned by current best practice guidance and supported the delivery of high-quality care and support. All staff had recently been involved in evaluating the service during a recent in-service day. Staff also had regular team meetings, reflection meetings and one-to-one meetings with management. As a result, all staff felt valued, listened to and had regular opportunities to contribute and share information.

An improvement plan was in place which outlined the current improvement priorities with specific targets and clear focus areas. We saw evidence of the positive impact the improvement plan had in practice. A collaborative ethos and strong leadership supported staff to have high aspirations and confidence in their abilities, contributing to positive outcomes for children and families.

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/people, therefore we evaluated this key question as very good.

4.3 staff deployment.

Staff were highly skilled in ensuring positive outcomes for children throughout the day. There was a very good mix of skills, knowledge and experience in the staff team. This ensured that children experienced a variety of play and learning opportunities and quality interactions.
Staff confidently identified and utilised each other's strengths and interests. The management team consulted staff on which zone they would like to be based in, and accommodated staff preferences when possible. Staff were well supported to develop their knowledge and skills through regular training opportunities and encouraged to share learning with their colleagues. This meant that children were cared for by a highly motivated staff team who felt valued and were skilled in their roles.

Children experienced continuity of care consistently throughout the day with very few changes to staffing. Staff breaks and periods of transition had been carefully considered and had no impact on the quality of children's experiences. This supported children to form secure attachments, and enabled staff to build positive relationships with families.

The management team had a strong supportive presence in the playroom and covered any planned or unplanned absences. It was clear during our observations that children were comfortable and familiar with the management team. One parent commented, 'the kids love and make meaningful connections with all the staff not just their key workers.' As a result, children felt safe and were always cared for by staff that knew them well.

Staff communicated very well, sharing information efficiently, and supporting each other throughout most of the inspection. There was a brief period of time where children's experiences could have been enhanced by staff moving to busier zones to support children's play. The management team told us that staff would normally move responsively between zones.

Overall, there was a strong collaborative ethos in the service. All staff felt professionally and personally supported. They worked very well together to promote positive experiences for children. It was clear that positive outcomes for children and families was at the centre of staff practice.

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

Personal plans should be reviewed for all children with a focus on clearly identifying how children's health, welfare and safety needs will be met, ensuring next steps in learning are linked to the planning, evaluation and observation cycles. Plans must be reviewed and updated with parents in line with current legislation.

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

"My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15), and in order to comply with Regulation 5 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This area for improvement was made on 20 September 2019.

Action taken since then

All children had a personal plan in place that clearly detailed children's health, well-fare and safety needs. Next steps were identified and linked to planning, evaluation and observation cycles. Plans were created, reviewed and updated with parents in line with current legislation.

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

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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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