Beancross Primary School, Early Learning and Childcare Class
Day Care of Children

Kenilworth Street
Grangemouth
FK3 8QS

Telephone: 01324 508 720

Type of inspection:
Unannounced

Completed on:
3 September 2025

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2010248436

About the service

Beancross primary school, early learning and childcare is a daycare of children service provided by Falkirk Council. It operates within Beancross primary school in Grangemouth. The facilities are on one level with direct access to a large, fully enclosed outdoor play area. The local community provided further experiences for children including local green spaces, and visits to the older people's care home.

The conditions of registration for the service are;

Number(s) and Age(s) of person(s) to whom service may be provided:
1. To provide a care service to a maximum of 64 children aged from 3 years to those not yet attending primary school.

Any other conditions unique to the service:
2. The staff: child ratio should be maintained at 1:8. Where children aged 3 or over attend facilities providing daycare for a session which is less than a continuous period of 4 hours, the adult: child ratio may be 1:10, providing that children do not attend for more than one session per day.

About the inspection

This was an unannounced inspection which took place on Tuesday 02 September 2025 between 09:15 and 15:45 and Wednesday 03 September between 08:30 and 15:15. 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, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children using the service
- spoke with twelve parents and carers and took account of three responses to our electronic questionnaire
- spoke with staff and management
- observed staff practice and how their interactions with children supported their routines, play and learning
- reviewed documents
- spoke with visiting professionals.

Key messages

• Strong, compassionate and nurturing staff relationships and knowledge of children was evident which was supportive of children's inclusion and emotional wellbeing.

• The leadership team had created and enabling and supportive environment which created a shared vision for the service.

• The well considered layout offered children a quality environment with quality experiences

• Robust and embedded quality assurance systems monitored key aspects of service. These had been used effectively to make positive changes within the service.

• The committed staff team were motivated to develop in their skills and knowledge to provide a quality service for 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, where major strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support
The value base of staff was evident in their practice as they had created a culture of respect and inclusiveness. Their strong, compassionate and nurturing relationships promoted a child centred approach that met children's needs, rights and choices. Positive interactions from staff meant they had formed close attachments with them. Children sought out staff for cuddles and comfort as they had a sense of belonging, felt welcomed, valued and safe in the setting.

It was evident through their play that children had benefitted from the positive ethos in the setting. They had developed nice friendships with each other which were kind and caring. Older children supported younger children which helped them settle in and benefit from their nursery experience.

Staff recognised the importance of partnership working and used home visits to help build relationships with families. These enabled information to be shared which helped staff get to know children and plan for their care. This meant children experienced a consistent approach to their care. Parent's shared "I have a great relationship with my child's key worker. She takes time every day to pass on any relevant information and to support when required."

Communication with families and other professionals meant partnership working with parents and other agencies was established. Meetings and reviews enabled almost all children's progress and development to be discussed and future plans agreed. As a result, staff talked knowledgably about the needs of children and how they were supported and met. Parents shared "All staff members are approachable and helpful. All take time to say morning and have a quick chat to pass on anything relevant to my child's day. I have a great relationship with my child's key worker."

Snack and mealtimes were positive experiences for children. They were relaxed and sociable experiences for children as staff engaged them in a warm and natural way. They promoted independence as children were learning self help skills as they spread toast, poured drinks and cleared away their dishes when finished. Being snack helpers offered children opportunities to be responsible as they helped set up the area.

There was an appropriate system in place for the storage and administration of medication. Staff were in the process of updating records to comply with recent changes in guidance. Monthly audits meant that an overview of the procedure ensured a consistent approach.

Quality Indicator 1.3: Play and learning
Children benefitted from a well organised and stimulating environment. Child-centred planning reflected their current interests and promoted children's engagement and motivation. Children led their play as they could explore topics and activities that were meaningful to them. Open ended resources helped children use their imagination, curiosity and investigation skills. Staff enthusiasm meant children felt listened to and valued as their choices were supported. For example, experiments with colour were used well to enable children to revisit their learning about rainbows. Parents shared "My child loves nursery and speaks highly of the experiences provided. There is always a wide range of experiences on offer."

Rich literacy and numeracy experiences were embedded in play. Staff used questions well to help children with their thinking and to find out what they were doing. They were further supported by displays and preferred way of communicating. This demonstrated to children that their rights and input mattered.

Direct access to the outdoor area and wider community extended children's experiences. They were enabled to take risk in their play and developed life skills, as they had real life experiences. For example, as they hammered nails into wood, children were encouraged to think about safety. Patient interactions by staff helped children understand how they could join in risky play in a safe way. During their play children said "We're making some potions." And "This is a rainbow cake."

Planning, child friendly learning journals, observation and review helped monitor children's progress, development and learning. Along with parents, staff identified 'next steps' which supported children's continued progression. We suggested ways to build on current practice. For example, adding notes or initials on planning documents to support individual learning. This would further support auditing in tracking as links between planning, floor books and journals could be strengthened.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.
A welcoming environment for children and families had been created. Décor, resources and displays were neutral and promoted a sense of calm. The addition of sofas and soft furnishings offered a warm space to meet with parents or enable children to have a quiet time.

Children were cared for in high-quality indoor environment. The thoughtful layout invited children to explore and choose where to play. Their learning was well supported by the availability and range of resources. This enabled children to use their ideas to develop their play.

Throughout the day children had free flow access to outdoors which supported their well-being. The large space offered them space to join in physical play, experiment in the mud kitchen or learn about nature. Staff were currently considering ways to further develop the outdoor spaces to improve experiences for children. To further support risky play, they should continue to explore opportunities for visits to local woodlands.

Effective risk assessments were in place and used to promote safety. Staff interactions empowered children to consider risks and learn to assess these. Use of the well-being indicators, enabled children to become safety aware as they completed their own risk assessments for the garden. This area could be built on by using SIMOA (Safe, Inspect, Monitor, Observe, Act) which aims to help staff safeguard, protect and support children's wellbeing.

We were satisfied that the environment was well ventilated, clean and hygienic. All areas were maintained throughout the day with spillage swept up. Measures were in place to minimise the spread of infection. For example, hand washing at key times and touch points cleaned.

Staff were security conscious as they ensured they accounted for children throughout the day. Safety measures included a secure door entry system and high handles on doors. These kept children safe as staff

knew who were in the building and prevented children from leaving the playrooms. We were satisfied that children's information was safely stored.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 3.1: Quality assurance and improvement are led well.
The committed management and staff team consistently implemented the values and aims of the service. This had created a welcoming environment which enabled strong relationships and connections with children and families to be established. Parents shared "I loved being able to come in to nursery and cook with my child it gave us some bonding time just the two of us."

Effective team working meant a shared vision for the development of the service was in place. All staff were familiar with the priorities in the improvement plan and talked knowledgeably about their input. They used guidance and evaluation tools to support improvement. As a result, positive outcomes were achieved as change was monitored and measured. For example, the success of 'improving parental engagement' meant this could be sustained and built on. This years focus on 'family learning' would further develop parent involvement in the work of the service. To share progress more widely, we asked the service to consider a visual plan in the corridor for parents.

Robust and embedded quality assurance systems monitored key aspects of the service. A range of audits were undertaken to assess the work of the service. They were well used to support staff. For example, a pro forma for the content of personal plans had been developed. To support consistent practice, senior staff will continue to monitor the implementation of them and guide staff as needed.

A range of opportunities were used to support and develop staff practice. For example, regular supervision, work with other professionals, peer review and targeted development opportunities empowered staff to enhance their practice. They were proud they "Had achieved a Diamond award from Speech and Language." As the staff team were motivated, children and families experienced positive outcomes.

A few audits could be further developed to support the work of the service. This could include evaluating the information gathered to make an assessment about any change needed. For example, the number of accidents outdoors could be reduced if children had access to all spaces.

A culture of openness with families supported them to share their views. They shared they had opportunities "Through questionnaires sent on seesaw, I feel I have a valid input to develop the service." Views of children were meaningfully included in floor books. Outcomes of consultation was reflected on and shared, which supported other families to engage with the service. To build on this work, we suggested a quality assurance floor book which children and families could use to evidence their input and celebrate and comment on changes made.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.3: Staff deployment

A strong and connected staff team who communicated effectively with each other was in place. A flexible approach meant children were supported in all areas. At busier times, routines had been established which promoted children's safety. For example, staff supervised the door at drop off and pick up times

Changes to the staff team have been well managed and resulted in a team who worked well together. Families had been fully informed of changes through newsletters and sharing pictures on the staff photo boards. As a result they said "The nursery staff are fantastic with my child and I know she is well cared for in the setting. She loves attending nursery and speaks so highly about all staff members. Every day she has a positive story to share with us!"

Children benefitted from a range of staff skills and experience across the team. They thrived in a welcoming and inclusive environment, created by the shared values of staff and demonstrated through their compassionate care. Staff were knowledgeable and spoke confidently about training and development opportunities which empowered them and enabled them to continue to review and reflect on play and learning experiences for children. Staff shared "In Beancross we have a great team dynamic and this is vital to our children receiving the best care we can give."

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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