Bright Beginnings Early Years Centre
Day Care of Children

Muir Drive
Irvine
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Telephone: 07977 557 626

Type of inspection:
Unannounced

Completed on:
12 September 2022

Service provided by:
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Service provider number:
SP2019990518

Service no:
CS2019374797

About the service

Bright Beginnings Early Years Centre operates from a single-storey premises within a residential area in Irvine, North Ayrshire to provide a daycare of children service to a maximum of 24 children aged 3 years to those not yet attending primary school. The service has sole occupancy of the building and has secure outdoor play space. It is close to local schools, play parks and other local amenities.

About the inspection

This was an unannounced inspection which took place on 6 September 2022 between the hours of 09:45 and 13:45. 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 14 people using the service and, using email, received information from five of their family;
- spoke with three staff and management;
- observed practice and the environment; and
- reviewed documents.

Key messages

Children experienced warm and nurturing care from a staff team who knew them as individuals.

Children benefitted from freely accessing outdoor physical and energetic play on a daily basis.

Children had opportunity to lead their own play and learning.

The manager had successfully led staff to have a shared vision, values and aims to positively inform practice.

Staff team are confident and flexible in their approaches, motivated to make improvements.

A review of lunch time experiences should support children to have a more relaxed mealtime.

Quality assurance systems should be further developed to support and sustain improvement.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

1.1 Nurturing care and support.

Children experienced warmth and nurture in how they were supported and cared for. This supported their individual health, welfare and safety needs. Almost all children were settled in the nursery confident of routines.

Interactions between staff and children were warm and caring. Staff ensured they took time to explain to children what was going to happen and when. Children were supported to express their thoughts and feelings. Active listening from staff to the children supported them to be confident individuals, knowing they were valued. This helped children to be secure, feeling safe to communicate their ideas and preferences.

Personal plans were written in partnership with parents. Targets were agreed with parents to ensure children's needs were met. One parent told us, "Staff are great at keeping us in the loop and keep in touch about care and learning related to their plan." However, we noted some gaps in the review process. We discussed this with the manager who should continue with the plan to further review and monitor personal plans.

Children experienced a mostly positive lunch time. Staff had responsibility for serving the food. Although children were confident in the routine, it took some time for children to be settled and have their meal. When all children had been served, staff sat and ate with the children, acting as positive role models. We discussed with the manager how this could be improved to ensure staff are on hand to sit with children when served their meal, to respond to any emergencies; for example, children choking.

1.3 Play and learning.

Children were engaged in meaningful play activities of their choice. We observed children happy and having fun. Water play was popular as children filled their own water bottles of different sizes and colours, exploring measurement and weight. Children could go at their own pace and most children had a clear plan. Play experiences supported children to develop concentration as they spent time planning and creating their own ribbon sticks.

Free flow to outdoor play provided children with the opportunity to make decisions as they planned their own play from indoors to outdoors. Some children chose to stay in exploring books or playing with big blocks.

During the inspection, all children benefitted from playing outdoors as they explored the environment, making choices in their play activities. This included creative play, water play, tree climbing, exploring the mud kitchen and digging with real garden tools. Some children were developing skills in language, literacy, and numeracy; for example, children were using wooden ladybirds to count the number of spots.

Through play, children were developing relationships and making friends. Staff supported children as positive role models as they listened to children and encouraging conversations to extend play. They joined in play, showing a genuine interest knowing when to intervene to guide children to positive play.

Staff carried out observations to help plan for play and learning led by children's individual interests. Further staff development on responsive planning will support children's achievement. Almost all children were observed leading their own learning. However, some children would have benefitted from more challenge to extend their play and learning to help them meet their potential. As part of the service's development plan, it was identified staff training to ensure progression and challenge in children's learning. The manager should continue with this plan.

How good is our setting? 4 - Good

2.2 Children experience high quality facilities.

Children were cared for in an environment that supported children's rights, giving children the message they matter. Staff had created an environment which motivated children to make choices, key to children's achievement.

Risk assessment was used by staff to identify and remove any new hazards in the way of children's safety and wellbeing. Staff presented clear in their responsibilities to keep children safe.

Natural furniture and resources helped create a calming space for children. The layout of the playroom was set out to enable children to engage in a wide variety of play activities on their own, in small or larger groups. Easily accessible resources reflected children's interests and were resourced to support play and learning. The manager should continue with her plan to review and organise all resources including those in storage.

Children benefitted from having direct access to a large secure outdoor play area. Suitable clothing meant children were developing self-help skills to get changed able to play outdoors in all weathers. One parent confirmed this, commenting:

"My child is outdoors everyday as she loves to be in the mud. They have rain suits that they use when it's raining. My child enjoys being on the swing and playing group games, such as what's the time Mr wolf."

Outdoor spaces offered children choices and included opportunities for use of different surfaces; for example, grass, concrete, and a mud patch. A range of play areas had been created outdoors including a mud kitchen, a planting area, using tools, water play, a mature tree meant children could climb developing a sense of risk supported by staff as needed. Children enjoyed playing on the bikes benefitting from the opportunity to have physical and energetic play.

The manager advised of the plan for further improvements to the environment with the creations of a sensory space and office. This action, together with staff development, will further enhance the enabling environment to ensure there are no missed opportunities to ensure children's health welfare and safety needs.

How good is our leadership? 4 - Good

3.1 Quality assurance and improvement are well led.

The manager had successfully led the staff team to have a shared vision, values and aims. Staff placed children at the centre, committed to ensure the service provided quality care, play and learning.

Children's achievements were shared and celebrated by the staff team. This supported children to develop high self-esteem and a positive attitude to play and learning. Children's views gathered daily were used by staff, both informally and formally, to evaluate at regular staff planning meetings. Staff were confident in contributing to staff meetings. We asked the manager to consider the high number of agenda points at staff meetings to allow for meaningful professional discussion.

Staff were supported by the manager to reflect on practice using the national induction resource. Regular monthly meetings with individual staff took place reflecting on practice, recognising achievement and identifying any areas for development. Staff should become familiar with 'A quality framework for daycare of children, childminding and school aged childcare (Care Inspectorate, 2022)' as a tool to support reflection and evaluation. This will help them to further develop skills in evaluating the impact of their leadership on the progress children make.

The quality assurance system was at an early stage and there was a need to continue to develop approaches to self-evaluation. The manager had focused on staff inductions to enable the staff team to develop confidence in their capacity to allow children to fully reach their potential. Improvements to the environment were ongoing, influenced by local and national guidance and best practice.

To ensure children receive high quality experiences and their health welfare and safety needs are met, the manager should continue to implement their plan for a quality assurance system. This will help to influence positive change and make improvements. See area for improvement 1.

Areas for improvement

1. To support and sustain improvement, the manager and staff should carry out focused self evaluation and monitoring, considering outcomes for children. Implementing an ongoing system throughout the year will support continuous improvement.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems' (HSCS 4.19).

How good is our staff team? 4 - Good

4.3 Staff deployment.

Changes to the staff team had taken place since the last inspection. Staff had worked hard to create a team. New staff had integrated well with existing staff. This helped to create a welcoming and friendly environment for children and their families.

The manager knew her team well, recognising the need for positive interactions between children and staff. They supported this by acting as a positive role model. Staff valued the support provided by the manager. Parents who responded to our questionnaire using email all believed the service was well led and managed. One parent commented:

"I believe the service to be well led, a happy team make a great team and it seems to me they are happy, they have a great welcoming and feel about the place."

Staff worked the same shift pattern, resulting in staff breaks taking place with minimum disruption to allow them to refresh and reflect.

Communicating with each other when carrying out necessary tasks or leaving the playroom contributed to children's needs being met. Together, staff had developed relationships to support each other by being respectful and flexible in their approaches. This contributed positively to children's overall quality of care, play and learning.

Identified bank staff can be called on to ensure any unplanned absence is managed. The manager should now develop a clear process for how temporary staff will be deployed to best meet the individual needs of children.

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

Children were observed leading their own learning, however, some children required extended learning opportunities to help them meet their potential.

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

'As a child, I can direct my own play and activities in a way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 30 June 2021.

Action taken since then

The previous staff team had accessed training to support them in this. New training is planned for the existing staff team. Almost all children had opportunities to extend their learning. Through the development of quality assurance systems, this will be montitored and maintained .

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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