Broughton Primary School Nursery
Day Care of Children

Broughton Primary School
Broughton
Biggar
ML12 6HQ

Telephone: 01899 830 224

Type of inspection:
Unannounced

Completed on:
14 September 2022

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2019376504

About the service

Broughton Primary School Nursery is situated in the village of Broughton, by Biggar, Peeblesshire. It provides a day care of children service to a maximum of 21 children aged from two years to not yet of an age to attend primary school at any one time. Scottish Borders Council provide the service.

About the inspection

This was the first inspection of the service. It was an unannounced inspection which took place on 08 September 2022 between 09:40 and 16:00. 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 registration information, information submitted by the service and intelligence gathered since registration. In making our evaluations of the service we:

- spoke to children using the service and considered the views of seven parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents

Key messages

Children experienced care and support that was warm, sensitive and nurturing.

Staff knew children well and were proactive in providing appropriate support to meet their individual needs.

Children experienced a welcoming and homely playroom which was set up attractively and well resourced to stimulate children's play.

Staff were skilled, experienced and passionate about providing nurturing care for children.

Staff should continue to develop their methods of gathering the views of children and families to inform planning and the development of the service.

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?	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? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

We evaluated this quality indicator as very good. Children experienced warmth, kindness and compassion in how they were supported and cared for. Children appeared happy, settled and comfortable in the setting. Staff understood the importance of developing close attachments with children to enable them to feel safe and secure. Staff were proactive in supporting children's individual needs to ensure all children were included. A parent said "the ELC at Broughton provides a caring and nurturing environment for my child to develop. My child enjoys every day that they are there and it is encouraging to see all of the children so happy to go in in the morning".

Children's personal plans were created in partnership with parents and provided sufficient information to enable staff to effectively plan for children's care and support. The wellbeing indicators were used to gather the information which provided a holistic view of the child. A system was in place to ensure personal plans were reviewed regularly with parents to reflect children's changing needs and interests. Staff were confident in using chronologies to record significant events in children's lives and put plans in place to support these. Staff offered pastoral support to families and made referrals to relevant professionals to support children's learning and development if needed. When asked what they liked about the service, a parent said "the personalisation for the child. The staff know the children inside out and the family background. They ensure that the whole child is catered for both emotionally and physically."

Children's health and safety was promoted by staff. Medication records showed parents' permission had been received prior to giving children medicine. However, more information was needed from parents to ensure staff were fully informed. For example, information on the actions to be taken if medication was not effective should be included within permission forms. Staff used local authority forms to gather information on children's medication needs. The manager assured us these would be reviewed with the local authority to ensure all necessary information is gathered. For further guidance, we signposted the manager to training through our bitesize session and our guidance 'Management of medication in daycare of children and childminding services' (Care Inspectorate, 2014).

Children experienced a relaxed atmosphere at lunchtime where they were able to take their time. Children's meals were ordered centrally through the local authority and children were offered different options of healthy foods, including fresh fruit and vegetables. Staff sat and ate with the children which helped to create a positive social experience. Staff provided very good supervision of children whilst they were eating which meant they could offer support and encouragement to children. Lunch was served in the school dining hall and staggered arrival times meant that the nursery children were served their meal prior to school children arriving. This meant children had time to settle and relax. School children and staff waved and chatted to the nursery children. This created a sense of belonging for all children. The service should consider developing more opportunities to promote children's independence at lunchtime. Staff and the manager were already aware of this and were working with the local authority to develop new procedures.

1.3 Play and learning

We evaluated this quality indicator as good. Children experienced a mix of adult-led and freely chosen activities. Children's learning in literacy and numeracy was promoted in a fun way through conversations and within daily routines. Staff used skilled questioning to promote children's creativity and curiosity. For example, staff used open questions to extend children's thinking when they were playing in the sand tray and using different props to tell a story.

Staff responded to children's interests to develop an Intentional Learning Plan which was linked to the Curriculum for Excellence learning outcomes. Staff had recently developed a system to observe, record and monitor children's progress and identify next steps in learning in the curricular areas of literacy, numeracy, and health and wellbeing. Once the new system is fully embedded this should provide staff with a clear overview of children's achievements within these curricular areas. When asked what would make the service better, a parent said "we would like some more information on what the children have been up to on a daily basis".

Children had some opportunities to explore in natural environments. At Muddy Monday sessions, children and school children played together in the community garden which supported children's transition to school and helped to build their confidence. Children's play and learning experiences could be enhanced through more opportunities to explore their own and wider community. Staff were aware of this and were considering visits to local woodland.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

We evaluated this quality indicator as good. Children experienced an environment that was clean and well maintained. Staff understood their roles and responsibilities in respect of infection prevention and control, such as, appropriate nappy changing procedures.

Children experienced an indoor environment which was set up very well to provide children with a wide variety of learning experiences. Children benefitted from a large playroom which was homely, comfortable, well-maintained and furnished with good quality furniture. Lots of windows provided natural light and these were open to provide ventilation. Resources were organised well and accessible to children. Staff were committed to ensuring the environment was of a high quality and comfortable for children. They had used best practice guidance, 'Realising the Ambition: Being me' to evaluate children's experiences and to create a stimulating, developmentally appropriate indoor environment for children to play and learn.

Whilst we did not observe children playing outdoors during our visit due to a weather warning, staff told us children had full use of the school playground. This provided them with opportunities to climb, balance and be active outdoors. Children were able to plant and care for vegetables in the polytunnel and within the newly developed community garden. These outdoor experiences shared with the school aged children helped to create a sense of community for all.

Improvements were needed to the enclosed outdoor area beside the playroom to ensure this provided a stimulating environment for children to play which met their specific needs and interests. This area had become overgrown over the summer holidays and at the time of our visit, staff had identified the area as out of bounds so children were unable to play there until improvement works had been completed. Staff and the manager explained that alterations were planned to create a doorway from the playroom into the

outdoor area but unfortunately works had not commenced over the holiday period. Once the works are completed, children's experiences should be enhanced because they will be able to move freely between the indoor and outdoor spaces. Staff and the manager were aware of the need to develop this outdoor space to ensure it is an inviting place for children to play and learn. We have confidence they will do so following completion of the alterations

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

We evaluated this quality indicator as good. Quality assurance processes were in place and having an impact on practice and improving outcomes for children. A quality assurance calendar was used effectively. This ensured monitoring of different aspects of the service took place at relevant times throughout the year. These monitoring actions contributed to the service being well-managed.

Staff worked well as a team and were committed to providing a high quality provision for children. They took time to reflect together and discuss the quality of the setting and children's experiences. Floorbooks were used to record these reflections and plan improvements. Children's comments were included within the floorbooks which showed their opinions were valued by staff.

Staff were beginning to involve parents in the self-evaluation process by seeking their views at a recent Stay and Play session. To ensure children and families are meaningfully involved and influence change within the setting, staff should continue to develop methods to actively seek their views. This had already been identified as an area for improvement by staff and management and was included within the service's improvement plan.

To further develop the approach to self-evaluation, staff should engage with best practice guidance and toolkits, such as, 'A quality framework for daycare of children, childminding and school aged childcare' (Care Inspectorate, 2022). These documents should support staff to benchmark the quality of the service and identify improvements which contribute to positive outcomes for all.

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, therefore we evaluated this key question as very good.

4.3 Staff deployment

We evaluated this quality indicator as very good. At the time of our inspection visit, four children and two staff were present. This level of staffing meant children's needs and interests were well supported.

A positive ethos was evident within the staff team. Staff showed respect for each other and worked well together. They were like-minded in their approach to ensuring positive outcomes for children. A member of staff said "this is a wonderful place to work, our setting and school are an important part of our rural community and all the children and families are valued in our area".

Staff told us they felt supported by each other and by the headteacher who was the registered manager of the service. One member of staff said the headteacher provided "excellent leadership, always available and gives staff time if they need to talk".

Children experienced continuity of care as the staff team were consistent. This included the supply practitioner who was employed for half a day each week and also covered any staff absences. This meant children were cared for by staff who were familiar to them and promoted the building of positive, trusting relationships. The supply practitioner told us they felt included and valued as a member of the staff team.

Procedures were in place to ensure children were kept safe across the day. For example, as the staff team was small, consisting of two practitioners, walkie talkies were available if staff needed to call on school staff for support at any time. A parent said "we think the team are excellent and we fully trust them to care for our child...I know they ensure that my child is safe and well in their care and they give my child the love and care we would at home to ensure they feel nurtured and is in a safe environment to develop... We cannot thank them enough."

Staff showed flexibility around taking time for breaks. There was not a planned time for staff breaks but staff supported each other to take a short break whilst the children were relaxing after lunch. Staff were happy with this approach however, the headteacher should continue to review these arrangements to ensure staff have time to rest and be refreshed.

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	5 - Very 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?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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