Borrowstoun ELC Centre
Day Care of Children

Borrowstoun ELC Centre
Gauze Road
BO'NESS
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Telephone: 01506 778240

Type of inspection:
Unannounced

Completed on:
21 June 2023

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2021000259

About the service

Borrowstoun Early Learning and Childcare Centre is provided by Falkirk Council and is accommodated within a large purpose-built building. It comprises an office and reception area, a multi-use room, and two playrooms with changing room, toilet and cloakroom areas. There are two enclosed outdoor play areas which are directly accessed from each of the playrooms. The nursery is located near local parks, woodland and other amenities. It has transport routes and nearby parking.

The service is registered to provide care to a maximum of 58 children not yet attending primary school at any one time of whom no more than 3 are aged under 2 years, no more than 15 are aged 2 years to under 3 years and no more than 40 are aged 3 years to those not yet attending primary school full time.

About the inspection

This was an unannounced inspection which took place on 21 June 2023. 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 children using the service and two of their parents
- reviewed online feedback from ten families and ten members of staff
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children were cared for by nurturing staff who knew them well.
- Children benefitted from well planned environments and experiences.
- Outdoor play opportunities had a positive impact on children's overall wellbeing and development.
- Children and families benefitted from a caring staff team which was enthusiastic, knowledgeable and committed to providing high quality care.
- Effective quality assurance and self-evaluation led to improved outcomes for children and 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 with major strengths in supporting positive outcomes for children and families.

Quality Indicator 1.1 - Nurturing care and support

Children experienced warmth and care from staff who knew them very well. Care routines were individual to children's needs and were delivered with kindness and compassion. It was evident that positive relationships between staff, children and their families had been established. Nurturing emotional wellbeing was embedded in the ethos of the service and was evident in all interactions between staff, children, and families. The emphasis on emotional wellbeing meant children felt loved and secure as their overall wellbeing was supported, and their needs were being met. Comments from parents included, "I feel like I'm coming in to see friends".

Personal plans were effective in meeting children's needs and supported high quality outcomes. These were regularly reviewed with parents to reflect children's changing needs and routines. Clear strategies were understood and implemented by all staff to ensure children's needs were met. The individual care and support needs of children and families were at the heart of the service and approaches were adapted thoughtfully to suit them. Staff had established strong links with a range of professionals to help them to fully meet children's needs. Working together increased staff knowledge and skill and ensured that children and families were given the support they needed. As a result, children were happy, confident, and making progress. One parent told us, "We try to work in tandem on his needs. We meet quite regularly, and we chat with his key worker more often".

Younger children experienced positive snack and mealtimes which were sociable and unhurried. Children were provided with respectful support and encouragement and were given time to eat at their own pace. All children had opportunities to be independent and learn new skills as they served their own food, poured their drinks and returned their dishes to trolleys. Children learned together as they helped to prepare snacks and they told us how much they enjoyed the snacks and meals. Staff understood the importance of using these times to support children's learning and communication. Staff working with older children told us of plans to improve mealtime experiences and we supported this development.

Quality Indicator 1.3 - Play and learning

Children had fun as they played with friends and were actively and meaningfully involved in leading their play and learning. Staff were playful in their interactions with children as they enjoyed conversation and fun together. Younger children developed physical skills as they learned to climb, balance and explore water. Older children explored a range of experiences which inspired them to be curious and creative. Children were encouraged to express their ideas, develop problem-solving skills, and feel a sense of achievement. Their thoughts, ideas and discussions were used effectively to extend interests and learning. As a result, children were engaged and motivated to learn, both indoors and outdoors.

Staff understood the positive impact that outdoor play opportunities had on children's overall wellbeing. All children had access to secure, well-planned outdoor play environments. Children were encouraged to play outdoors in all weathers and had free flow access from playrooms to the large nursery gardens. Appropriate waterproof clothing was provided, and a range of exciting experiences to appeal to their senses was available. Children chose freely within different areas which included opportunities to play in the large sand pit, use water and have fun with mud. They had ample space to run and experience a sense of space and freedom. One child told us, "I love being outside. Outside is my favourite thing". Outdoor experiences meant children were using their imagination, and learning about the benefits of an active lifestyle which promoted their health and wellbeing.

Planning approaches were child centred, and staff were responsive to children's interests and choices in their play. Staff encouraged and enabled children to be successful. They used observations of individual achievements to provide an appropriate level of support and challenge for each child. Consistent approaches to recording children's learning and achievements were used. Staff were developing ways to monitor children's learning and development and we encouraged them to continue with this. Staff shared a clear understanding of child development to meaningfully plan for each child. Some parents told us that they would like to be more involved in planning their child's learning and development. The service could consider ways to extend communication and involvement of parents. This would help them to feel fully included and support children to reach their full potential.

Parents were supported to become involved in the nursery and learn alongside their child. They had opportunities to join in with baby massage, PEEP and Bookbug sessions. These sessions promoted attachment, encouraged literacy skills and provided opportunities for families to be involved in their child's play and learning. Parents had opportunities to give feedback and make suggestions for future sessions. This helped to ensure the service met their needs and promoted positive outcomes for children and families.

How good is our setting? 5 - Very Good

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

Quality Indicator 2.2 - Children experience high quality facilities

Children experienced a safe, comfortable, and welcoming environment where they could play and learn. The well-maintained playrooms were furnished to a very high standard throughout with lots of natural light. Staff continually reflected on how children used the playrooms. They told us how they had used their knowledge and good practice guidance to review the rooms. Consideration was given to creating spaces which felt warm and homely. This meant children were provided with areas which supported their emotional needs and their stage of development.

Indoor and outdoor environments provided a very good range of well-considered and interesting open-ended materials. Creative approaches successfully engaged children's imagination and enriched their play and learning. Staff created play environments which were well resourced, appeared attractive to children and offered excitement. Staff frequently reviewed the provision with children to ensure they were offered play opportunities which captured their interests. As a result, children were happy and engaged in their play.

The service made very good use of available resources within the local community. Children's experiences were enhanced by visits to the local library, parks and places of interest. Children had opportunities for high quality experiences such as visits to local woodland where they experienced fires and cooking outdoors. This helped children to feel a connection to nature and a sense of belonging in their local community.

Children benefitted from challenging and fun experiences because staff had a risk benefit approach. Children showed confidence as they climbed ladders and balanced on platforms. They told us about making dens and one child told us, "I like playing with my friends and playing in the den. We play in here and we hide". Risk assessments promoted a safe and well-maintained environment. Involving children in these more would further develop their awareness of safety. Children were supported to be safe because effective procedures were in place to review any accidents or incidents and identify possible risks.

Infection control practices supported a safe environment and minimised potential spread of infection. Rooms were bright, clean and were ventilated throughout the day. Children were encouraged to wash hands frequently and at appropriate times. Established routines meant children were supported to be healthy.

Appropriate systems were in place to ensure that only those who required access could view information about children. The service followed best practice guidance to ensure that it was stored securely.

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 led well

The enthusiastic staff team were committed to delivering quality experiences for children and families. Their vision and values were evident in the kind and nurturing interactions we witnessed throughout our visit. A positive ethos and effective leadership helped build staff confidence and empowered them to influence and share responsibility for well-informed change. As a result, children and families benefitted from a dedicated staff team who felt well supported and valued, and were motivated and responsive to meeting their needs.

Effective improvement plans, policies, procedures and quality assurance processes supported the development of the service. The culture of continuous self-evaluation and improvement, which was embedded, focused on children and families and was driven by the committed team. Staff made use of best practice documents to support the overall evaluation of key aspects of the service. Staff described how this had supported them to develop their approaches which included improved outdoor experiences for children. This meant children benefitted from a service which continually improved.

The views of children and families helped to inform the development of the service. One parent told us, "Everything is taken on board and the staff make sure they do something about it". This helped to provide positive outcomes for children and families and ensured the service met their needs. To meaningfully involve them in influencing change we encouraged the service to continue to explore creative ways to seek the views of 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

Children benefitted from an experienced staff team who had a range of skills and knowledge. Effective use was made of their different experience and skills to support children, families and each other. The staff team were motivated, enthusiastic and committed to learning. As a result, the service provided quality care, play and learning for children.

Staff deployment was carefully considered to support the needs of children attending each day. Staff positioned themselves in the play spaces both outdoors and indoors to ensure they maintained children's engagement and wellbeing. Staff were flexible and communicated effectively as children moved between play spaces. This helped to meet the varied needs of children in attendance so that children were supported and felt safe.

Staff breaks were flexible and minimised impact on the children whilst allowing staff to rest and be refreshed. Busier times of the day, such as mealtimes and collection times, were planned for to ensure enough staff were available to provide quality interaction with children and families. Arrangements for absence were well planned and children knew staff providing their care. Children benefitted from this positive experience of continuity of care which helped them to feel secure.

An effective induction process supported newly appointed staff well to meet children's needs. Use of the National Induction Resource by mentors helped new staff to settle into their role and become part of the staff team. It guided the induction process to build practitioner skill and support consistency of practice. As a result, staff were clear about their roles and responsibilities which supported positive experiences for children. Meaningful support for staff wellbeing promoted positive attendance and meant that staff felt valued and respected.

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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