

Bridge of Allan Primary Day Care of Children

Pullar Avenue
Bridge of Allan
Stirling
FK9 4SY

Telephone: 01786 832050

Type of inspection: Unannounced
Inspection completed on: 9 March 2018

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Care service number:
CS2003015602

About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people, and what they can do to improve.

Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child, they are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Bridge of Allan nursery is part of Stirling Council's early years provision and operates from Bridge of Allan Primary School. The conditions of registration are:

1. The service will be provided to a maximum of 24 children aged from 3 years to those not yet attending primary school.

Any other conditions unique to the service:

2. The service will comply with a staffing ratio of 1:8. Where children attend a session which is less than a continuous period of four hours in any day, the adult:child ratio may be 1:10 providing individual children do not attend more than one session per day.

3. Two adults to be in attendance at any one.

The service provides sessional and extended day care for children.

What people told us

We spoke with six children during the inspection and three parents/carers. We also received three completed questionnaires from parents before the inspection.

We saw that children were well settled in the nursery and had developed close bonds with the staff. They participated in a range of activities in and outdoors and were confident to lead their play and learning.

Whilst playing they told us:

'There's something stuck in his (dinosaur) mouth. It's eating toys.'

'These (necklaces) are for Mother's day. I'm making one for my mum.'

'You need to put more beads on it. I've got 13 on mine.'

'I can put the beads in the middle to share.'

Parents were very happy with the service provided. They were all delighted with their children's progress and the positive relationships they had with staff. All parents commented about the improved environment for children which they felt was well organised. Parents told us they were kept well informed about what was happening in the nursery and could chat to staff at drop off and pick up times if they needed to. They liked that staff were more accessible for 'impromptu' feedback and that they could take children's profiles home to read.

Parents felt that staff were skilled and experienced. One told us she was impressed how quickly staff 'got' her child. 'They really tuned in to him and talked about how he would be supported'.

They liked the initiatives, such as Facebook as this kept them up-to-date about events in the nursery.

Comments included:

'My child has developed well and adjusted with ease into the school nursery. He is learning new skills and feels comfortable.'

'The flexibility in sessions that my child can attend has been helpful.'

'It's been brilliant. My child loved all the teachers.'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

We found that the staff team's child centred approach valued children's individuality. They recognised the importance of working in partnership with parents and were skilled at building positive relationships with them.

We saw that all interactions with children were positive, respectful and encouraging, which meant that children experienced being cared for in a supportive and safe environment.

One of the key developments in the service had been changes to the environment. Staff had reviewed the indoor environment and identified ways it could be improved for children. They talked knowledgeably about why the changes had been made and had identified the improved outcomes for children through evaluation. For example, they had found that the improvements in the decoration, lighting and layout meant that children were more focussed in their learning. The outdoor area had also been further developed and offered children daily opportunities for stimulating play outside. The addition of a mugga pitch at the school ensured children had a space to play in all weathers.

The service now offered extended days for children which meant that some of them stayed for lunch. The routine introduced for this, made the lunch time experience a sociable and relaxing time for children. While eating their lunch, we saw that children chatted and laughed with their friends and staff about their day. For older children who were going to school, this experience was used to support the transition process.

Changes to the staff team had been used positively as it enabled staff skills and responsibilities to be reviewed. Team meetings, supervision and appraisals were effectively used to support staff. These opportunities were appreciated by staff as it gave them individual time to talk about their work. All staff felt they were a valued member of the team as their contributions were listened to, as they felt fully involved in reviewing the service and identifying areas for development, they were keen to take responsibility for leading aspects of the nursery provision. We saw how training had enabled staff to plan and implement new initiatives. Examples of this was mindfulness, play on pedals and making visits to the local care home for older people. Through discussion, staff were able to demonstrate their commitment to make children's experiences meaningful.

Staff had developed very good working relationships with other services which enabled children's needs to be met. By working together, staff, in consultation with parents and children, were able to arrange and implement effective individual plans to support their move to the nursery. We saw that children had a positive experience as they knew what to expect during visits.

A range of informal and formal self-evaluation systems had been used to assess the work of the service. The information gathered had been used effectively to develop the service. We saw how planning, parental involvement, community links and training had all been improved which had a positive impact on outcomes for children. The staff team will continue to develop and embed the initiatives they have introduced. Through self-reflection and evaluation they ensure that children's experiences are meaningful, leading to positive outcomes.

What the service could do better

The staff team have a clear vision for the continued development of the service. Within the induction procedure we asked that information about staff practice be added in so there is a record of how staff are settling in and meeting the expected standard of the service.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
19 Mar 2015	Announced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
23 Nov 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
6 Oct 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
21 Nov 2008		Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.