

Bathgate Early Years Service

Day Care of Children

Whitburn Road
Bathgate
EH48 2RD

Telephone: 01506 776234

Type of inspection:

Unannounced

Completed on:

10 October 2018

Service provided by:

West Lothian Council

Service provider number:

SP2003002601

Service no:

CS2006131765

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.

The service is registered to provide a service to a maximum of 76 children at any one time aged from three years up to and including children attending Primary 3.

The centre is accommodated in a single storey building with adjacent car parking facilities. There is a secure entry system with video connection to the playroom and office. The children have use of a large playroom, toilets and attractive outdoor play area and garden. In addition, there is a parents' area, community playroom, offices and meeting rooms.

The aims and objectives of the service include the following:

For all:

To value and respect everyone without discrimination.

For our pupils:

Provide a secure and stimulating environment for all children.

Encourage each child to become a confident and independent learner.

Ensure that each child is given a range of opportunities and learning experiences appropriate to his/her individual needs across Pre Birth to Three; Building the Ambition and/or the early level of Curriculum for Excellence.

Encourage all children to develop socially and emotionally forming positive relationships with other children and adults in the Early Learning and Childcare setting.

Take account of children's prior learning and continue to monitor their progress and achievements in their preschool years.

For our centre users, our parents/carers and wider community:

Foster positive attitudes towards the environment and other people.

Create a warm, welcoming and stimulating environment where we can work in partnership with parents/carers and the other agencies contributing to our service.
 Establish a strong partnership with local schools, other centres and the community.
 Continue to develop ourselves professionally, building upon our strengths to support children and families through our professional knowledge and experience.
 Continue to improve our service through collaboration with our colleagues across W.L.C. and other authority areas effective team.

What people told us

We spoke with nine children at the inspection and four parents/carers. We also received 22 completed parents questionnaire before the inspection.

We saw that children settled well on arrival at nursery and the wraparound care. They had developed close bonds with staff and were well supported in their play. Children participated in a range of activities such as outdoor play, loose parts, water, baking and imaginative play. We saw that children spent long periods of time at activities they were interested in as they were given time and space to develop them.

Whilst playing, comments they made included;

'Can you hold this up for a minute so I can crawl under'.

'Come through. You'll need to crouch down'.

'I've got a tractor'.

'I've made a cake'.

Parents were happy with the service provided. They told us that staff were professional, friendly and approachable. This enabled them to have positive relationships which promoted effective partnership working. Parents were satisfied that staff knew children well and supported their learning and development by providing a range of stimulating activities. They were confident that staff had the skills, experience and knowledge to meet the individual needs of children.

Comments included;

'We are extremely happy with the level of care my child has received. We value that all members of staff know what is happening with our child and not just his keyworker'.

'The staff are extremely professional and provide a very safe provision of care'.

'Very regular newsletters and emails keep me up to date and I have no concerns when it comes to confidentiality and handling of personal details'.

'Bathgate early years in my opinion is perfect and the teachers always have time to help and make sure my son is happy and enjoying himself'.

'I cannot speak highly enough of Bathgate early years centre and the wrap around care. The staff are pivotal to the quality of care he receives'.

'While staff interact effectively with the children on a day to day basis, the head teacher is off campus....this means that supervision feels remote and to some extent uninvolved'.

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	4 - Good
Quality of environment	not assessed
Quality of staffing	4 - Good
Quality of management and leadership	not assessed

What the service does well

A key strength of the service was the warm, welcoming, caring and nurturing ethos that staff had created. This inclusive environment had enabled effective partnership working with parents and children to be established. As a result, parents told us that staff knew children very well and were confident that their learning and development was supported. "Try at home challenges" helped children share their nursery experience with parents. This approach promoted continuity for children's learning as their achievements from home were shared and used to support their ongoing development.

Staff in the nursery had sound knowledge of child development, GIRFEC and the wellbeing indicators, which resulted in a child-centred approach that valued children's individuality. Staff spoke knowledgeably about the needs of the children and how they supported them. Online learning journals had been introduced and were used well to record individual information about children's learning and development. Parents found the detailed observations and video clips reassured them about their child's progress and achievements. For example, quieter children could be seen chatting and playing with friends. Using this system had helped increase parents' contributions into their child's learning and development.

Staff interacted with children in positive ways which encouraged them to lead their learning. We saw from nursery floor books that children played an active part in sharing what they already knew and what they wanted to learn. Meaningful observations were used very well to assess children's progress and identify 'next steps' for their learning and development. The use of Quick Response (QR) codes let parents see how activities and experiences were used to support children's continued interest in a topic.

There had been a change to the management structure within the service. This had led to roles and responsibilities for the early years officers being reviewed for the nursery. Through discussion, staff demonstrated that they had a good understanding of their roles as they confidently talked about their work. Regular team meetings and verbal communication were used effectively between the nursery and wraparound care which meant everyone felt included and well supported in their roles.

Following discussion with most of the staff team, we found that they were committed, dedicated and professional in their approaches to early learning and childcare. They felt they worked well as a team and supported each other through a period of change. We found the employee review and development system enabled staff to talk about their work and identify areas for their continued professional development.

All staff had distributive leadership roles and talked enthusiastically about the responsibilities that they had taken on. They described how training and use of best practice guidance helped them promote positive outcomes for children. Examples included, improving literacy through the big bed time read, forest schools had led to better community links and loose parts play meant children sustained an interest in activities as they could develop them as they wanted to.

What the service could do better

Record keeping within the wraparound part of the service could be improved. Although staff told us they communicated verbally about the service and children, they need to ensure they record information about how they continue to support children who attend nursery. We found that school age children did not have personal plans in place as required. These should show how children are being supported with their health, well-being and safety needs. Parents and children should be involved in developing the plans which should be reviewed at least once in a six monthly period. (See recommendation 1).

We found that children who attended the wraparound did not have their nursery experiences built on. Staff told us they aimed for a 'home from home' environment for children. While we appreciate this, staff need to record how they continue to meet the needs of the children who attend for extended days. We saw a floor book which contained photographs of activities and outings children had taken part in. It contained some comments from children and their achievements. However, this was not dated or reviewed so we were unable to conclude the outcomes for children. We also noted that resources were not changed for the school age children. The space available limited the resources available which meant there was no cosy area, book corner or space for sand and/or water play or for children to develop their play. Staff need to consider a planning format that shows clear links between nursery and the wraparound service as well as activities/interests of the school age children. (See recommendation 2). Staff may find the following websites helpful. www.soscn.org, www.playscotland.org

When the provider submitted a change of manager form to the Care Inspectorate, it did not state it was a peripatetic arrangement. Due to the sizes of the other services being managed, we will discuss this arrangement further with the local authority and in line with our peripatetic manager guidance.

As part of the inspection process, we check staff registration with the Scottish Social Services Council (SSSC). We found that in a few instances staff had not updated their place of work or personal details and one registration was outwith the six month deadline to start the registration process. Staff need to ensure their registration information is accurate and up to date. The provider has a legal responsibility to ensure that staff working in the service comply with SSSC registration process. (See requirement 1).

Requirements

Number of requirements: 1

1. The provider must ensure that staff working in the service submit an application to the Scottish Social Services Council so they are registered within the specified timescales. Once registered staff must ensure changes to their information is updated.

This is to comply with SSI 210 The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations SSI 2011/210 which refers to the provisions of regulations 9 (2)(c) Fitness of employees.

Timescale: 31 January 2019.

Recommendations

Number of recommendations: 2

1. Personal plans must be introduced for school age children registered with the wraparound part of the service. These should contain information to show how their health, well-being and safety needs are being met. To reflect nursery children's experiences in wraparound care, staff need to record relevant information within their personal plans/learning journeys. Each plan should be reviewed at least once every six months with parents and where appropriate children. The plans should be signed and dated.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'my personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices'. (HSCS 1.15) and 'I am fully involved in developing and reviewing my personal plan, which is always available to me'. (HSCS 2.17).

2. Staff in the wraparound care part of the service need to develop the use of the floor books as a planning tool. They should be able to demonstrate how they are supporting children's learning, development and interests.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that 'I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors'. (HSCS 1.25). 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials'. (HSCS 1.31).

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	
11 Nov 2015	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
2 Nov 2012	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent
19 Nov 2008	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and leadership	6 - Excellent

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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.