

Burnfoot Community School

Day Care of Children

Kenilworth Avenue
Hawick
TD9 8EQ

Telephone: 01450 373043

Type of inspection:

Unannounced

Completed on:

25 January 2019

Service provided by:

Scottish Borders Council

Service provider number:

SP2003001976

Service no:

CS2003016113

About the service

This service has been registered since 2002.

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 provided by Scottish Borders Council and is registered to provide care to a maximum of 110 children from the age of two to an age to attend primary school, of which no more than 16 are under three years. The service is based in Burnfoot Community School, in Hawick.

At the time of the inspection the service operated morning and afternoon sessions for children aged 2 to 5 years with some children staying all day.

The service used two playrooms each providing care for children of similar ages and stages. Each playroom had direct access to secure outdoor areas.

What people told us

The children we observed and spoke with during the inspection were active and engaged in their play. They were confident in approaching staff throughout the session and were given positive and sensitive responses from staff.

Some of the comments from children were:

"I like drawing"

"I play in the garden on the bike"

"I like building big towers"

"I play with my friends"

Twenty-seven questionnaires were received prior to the inspection and we spoke with five parents during the inspection. The feedback we received was very positive and parents were very happy with the nursery.

Comments from parents included:

"Great staff and great nursery,"

"Really happy with the care and support my children receive at Burnfoot through nursery and school,"

"Great friendly welcoming environment for my child to attend every day" and
 "My child loves coming to nursery every day."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We considered their own improvement plans and quality assurance processes. 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	not assessed
Quality of management and leadership	4 - Good

What the service does well

Children presented as confident, happy and relaxed in the care of staff that were both responsive and sensitive to their needs. Children were made to feel included by staff who were skilled in building trusting and respectful relationships.

The keyworker system provided for a continuity of care and inclusive approach, this contributed to children's confidence and wellbeing. Staff were knowledgeable of individual children's needs and addressed these well. They were warm and approachable to parents, providing them with daily feedback on their children.

Children were nurtured and respected, which helped them to be confident and making choices and leading their own play in the free flow indoor/outdoor approach across both playrooms. A rolling snack programme provided further opportunity for children to make their own decisions and have snack in an unhurried manner.

Key group time was at the end of the session and included music storytelling and games. This was flexible to the needs and interests of individual children and encouraged their developing language and social skills.

Children were actively encouraged to access their learning journals during the inspection and were keen to share the content with staff and each other. Continuity of care between home and nursery was encouraged in parents taking the learning journals home to share with their children.

The playrooms were managed in a calm and organised manner with staff who had clear direction and communicated well across the team. On the day of inspection there were several members of supply staff who worked within the school or used on a regular basis. Their familiarity with the setting contributed continuity of care.

Children were supported in their learning and development by the recently adopting the approach of wait, watch and wonder. This allowed for staff to be more reflective and responsive in their planning, helped children to explore their play experiences and encouraged to lead their own learning.

Staff were clearly knowledgeable about the needs of the children and were confident in child protection having a clear understanding of keeping children safe.

The management structure in place supported staff with daily briefing sessions and weekly development and planning meetings. The settings improvement plan had taken on a staged approach to learning in identifying knowledge and the skills of staff.

Children benefit from a culture of continuous improvement with the organisation having robust and transparent quality assurance processes.

What the service could do better

Learning opportunities and outcomes for children could be further enhanced by staff continuing to develop their skills in providing a creative environment with the extended use of loose parts, which are open ended materials. This would help encourage children to further develop their imagination and creativity as well as supporting their problem solving and a sense of wonder.

Children benefitted from staff using best practice documents in the experiences they provided. However we found that staff would benefit from further training in relation to key areas and being confident in the use of the guidance document of 'Building the ambition.'

Medication quality assurance systems were in place but we discussed a clearer and more robust system for staff recording of prescribed medication in a simpler format for use by staff and parents.

To provide clear development plans for children learning journals need to be more focussed on learning outcomes and have a more meaningful observational content. We discussed adding parent comments sections into the learning journals to enhance shared outcomes.

Children while confident could be encouraged to further develop their self-responsibility within the setting. Areas could be better organised for children to return and replace resources as part of a tidy up routine.

Personal plans had children's relevant information but needed to have a clear process of recording and reviewing the information with parents every six months.

The service's improvement plan had a clear focus and vision. We discussed and agreed the need to have a clear timescales to the staged approach of building staff skills and knowledge in continuing to improve learning outcomes for children.

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.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

The children in the under threes playroom should have regular access to the outdoors. The outdoor space should be easily accessible and available to children as part of their daily routine. Any barriers to accessing the outdoors should be removed and reviewed where possible.

This recommendation was made on 15 March 2017.

Action taken on previous recommendation

Since this recommendation was made there had been a change in areas used by the early learning setting. This now consisted of two rooms opposite each other. Each playroom now had direct access to an outdoor area, giving children good opportunities to play and learn outside daily.

Inspection and grading history

Date	Type	Gradings
15 Mar 2017	Unannounced	Care and support
		Environment
		Staffing
		4 - Good
		4 - Good
		Not assessed

Date	Type	Gradings	
		Management and leadership	Not assessed
22 Jan 2014	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
24 May 2011	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	Not assessed
		Management and leadership	Not assessed
21 Jan 2011	Unannounced	Care and support	5 - Very good
		Environment	2 - Weak
		Staffing	Not assessed
		Management and leadership	Not assessed
25 Nov 2010	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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