

Bankton Primary School Nursery Day Care of Children

Bankton Primary School
Kenilworth Rise
Dedridge
Livingston
EH54 6JL

Telephone: 01506 413001

Type of inspection:

Unannounced

Completed on:

30 April 2019

Service provided by:

West Lothian Council

Service provider number:

SP2003002601

Service no:

CS2003016144

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.

The service was previously registered with the Care Commission and transferred this registration to the Care Inspectorate on 1 April 2011. The registered provider is West Lothian Council and the service is located in Livingston.

The service is registered to provide a care service to a maximum of 70 children, aged 3 years to entry into primary school, with a maximum of 40 children in the main nursery room and a maximum of 30 children in the second nursery room as identified during registration.

The service operates from within Bankton Primary School. The Nursery has a separate entrance and the accommodation consists of two adjoining playrooms. These are separated by a concertina door which was opened throughout our visit to provide free flow play between the rooms. There was also a large outdoor play area and nursery children had access to rooms within the school for specific group activities. This included the music room and library.

An appropriate set of aims was in place which included 'We aim to ensure high engagement and motivation of all learners through shared expectation and consistent standards' and 'We aim to engage with our parents and families in a wide variety of ways to empower them to support their children, improving their life chances'.

We check services are meeting the principles of Getting it Right for Every Child (GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with services that can help them. There are eight wellbeing indicators at the heart of GIRFEC: safe, healthy, achieving, nurtured, active, respected, responsible, and included, also known as the SHANARRI wellbeing indicators.

This report was written following an unannounced inspection which took place over two days on 29 and 30 April 2019. 30 children were in attendance on the first day of the visit and 29 on the second day. The inspection was carried out by one inspector.

What people told us

Children told us of their favourite things to do and could recall many different and exciting experiences they had. This led us to conclude they were happy to be in nursery.

We received four completed care standards questionnaires from parents/carers. The majority of responses demonstrated that parents agreed or strongly agreed with the statements, demonstrating that they were happy with the service being provided for their children.

One parent indicated they were not fully happy with all areas of the service. We considered this throughout our inspection and reflect this in the report.

Self assessment

The provider was not required to submit a self-assessment prior to this inspection

From this inspection we graded this service as:

Quality of care and support	4 – Good
Quality of environment	not assessed
Quality of staffing	5 – Very Good
Quality of management and leadership	not assessed

Quality of care and support

Findings from the inspection

The service was welcoming, warm and nurturing. Each child was individually greeted by name via the video intercom system. Children benefited from a flexible start to the sessions, thus supporting parents to meet the wider needs of their families. This demonstrated an approach to care and support which was courteous and respectful.

Children were confident in accessing play and learning opportunities independently. Staff supported the children in building a positive sense of self and celebrated achievement. Staff interactions in play were sensitive and provided challenge as well as support when needed. While the music session had focus on rhythm and expression, staff used this opportunity to reinforce and extend understanding in numeracy. This ensured that children were having fun as they developed their skills in understanding, thinking, investigation and problem solving. A good start had been made to introducing free flow play between indoors and out. We discussed working towards free flow being available throughout the whole session.

Children had an understanding of rules and boundaries within the service which helped to promote an ethos of mutual respect. Children used timers at some activities to monitor when it was the next person's turn. They did this respectfully and positively. Staff provided appropriate praise and encouragement. These approaches enable children to independently resolve conflict, agree rules and build positive relationships with others.

Parents had many opportunities to engage in the life of the service and in their child's learning. This included involvement in service evaluation and improvement. This promoted a genuine spirit of partnership. A completed care standard questionnaire indicated that one parent did not agree that the service provided a healthy, well-balanced diet. We observed children being offered a range of healthy snacks including fruit and cereal. Fresh water was available throughout the session. We concluded that the service provided a healthy and well-balanced diet in line with best practice guidance.

Children with additional support needs had personal plans which set appropriate targets and details strategies to be used in supporting children to achieve these targets. We discussed the requirement for all children to have a personal plan which identified their needs and support strategies. These should be in place within 28 days of a child's start date and be reviewed in line with legislation. See Recommendation 1.

Some children attending required medication while using the service. We noted that the service used the same policy and procedures as the primary school. The management of medication should reflect best practice guidance in relation to daycare of children. See recommendation 2.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. It is recommended that every child has a personal plan which identifies their individual needs and sets out how these will be met.

This should include the following:

- initial person plans are completed within 28 days of the start of placement
- they reflect the needs of individual children
- they set out how needs will be met, timescales for this and who has responsibility for implementing strategies for support
- they are reviewed in line with legislation i.e. within six months or earlier if there is a change in the child circumstances
- the views of parents and the voice of the child are evident in all plans.

2. It is recommended that the policy and procedures for the management of medication are reviewed to ensure they are consistent with current best practice guidance which is available at:

<http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf>

The would ensure practice is in line with the Health and Social Care standards which state: I experience high quality care and support based on relevant evidence, guidance and best practice. (HSCP 4.11)

Grade: 4 - good

Quality of environment

This quality theme was not assessed.

Quality of staffing

Findings from the inspection

Staff were skilled in meaningful engagement and interaction with children. They had implemented a curriculum planning system which provided a method of tracking to promote a good understanding of the development and learning needs of all children as well as their progress.

While having responsibility for a set area of the playroom, the staff maintained an overall awareness of the whole room and seamlessly provided support to each other when required ensuring children's experiences were of good quality. Collectively, staff had high expectations of children. This led us to conclude that care and support were consistent and stable because people worked well together.

An annual appraisal system was in place which celebrated success and identified targets to challenge and/or develop individual and team practice. Targets were also clearly linked to the school improvement plan which staff demonstrated an awareness of. Staff had attended a range of learning and development opportunities and were able to reflect upon how these had impacted and improved their practice. There was also a system in place to ensure staff were registered with the Scottish Social Services Council (the regulatory body for social service workers) and met the conditions of their registration. This meant that parents and children could have confidence in staff as they were trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.

Staff demonstrated a good understanding of development priorities for the nursery as set out in the school improvement plan. They could link these to their own development needs and to the work of the wider school 'cluster'. Weekly staff meetings enabled them to evaluate their practice. Staff told us that they are confident in challenging practice when needed. They actively participate in local networks which used these to build their knowledge and share ideas. This encouraged staff to be innovated in the way they supported and cared for children.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Grade: 5 - very good

Quality of management and leadership

This quality theme was not assessed.

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

There are no outstanding recommendations.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
16 Jun 2016	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing Not assessed Management and leadership Not assessed
29 Sep 2010	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 4 - Good
		Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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