Care service inspection report

Full inspection

BBN Investments Ltd trading as Big Bird Nursery
Day Care of Children

12/12a Manse Road
Whitburn
Bathgate

Inspection report for BBN Investments Ltd trading as Big Bird Nursery
Inspection completed on 09 November 2015
Service provided by: BBN Investments Ltd

Service provider number: SP2012011833

Care service number: CS2012308289

Inspection Visit Type: Unannounced

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

- Quality of care and support 5 Very Good
- Quality of environment 5 Very Good
- Quality of staffing 5 Very Good
- Quality of management and leadership 5 Very Good

What the service does well

The owner and manager provided very good leadership to the staff team. Together they ensured that children benefitted from a range of experiences within a safe and supportive learning environment. Parents told us they were very happy with the service, the friendliness and professionalism of staff and the range of activities being provided.

What the service could do better

The service may wish to improve the written information which is available to parents, in order to keep them well informed.

What the service has done since the last inspection

There have been several changes to the management team since the time of our previous inspection. A new manager has been appointed to lead the staff team. The owner had managed these changes well and children’s experiences of care had continued to be positive.
Conclusion

We concluded that a very good service was being provided to the children and their families. The owner, manager and staff remain committed to the ongoing development of the nursery. They take pride in offering a quality service which is delivered flexibly to meet the needs of the families in the local community.
1 About the service we inspected

The service is provided by BBN Investments Ltd, trading as Big Bird Nursery. Phyllis Anderson, director of BBN Investments Ltd is referred to as the owner in this report. The company employs a manager to manage the nursery on a day-to-day basis. The nursery provides child care for children from three months upwards and offers full and part-time places to children who are not yet attending primary school.

The nursery is registered to care for a maximum of 79 children at any given time. This overall number may include no more than 18 children up to the age of 2 years. In total, there were 107 children registered to use the nursery, of whom 68 were present during our inspection visit.

The service may operate between 7am and 6pm, Monday to Friday.

It is expected that adult/child ratios, as specified in the National Care Standards for Early Education and Childcare, will be met at all times.

The service operates from premises which have been converted for nursery use. The accommodation is over two levels and comprises a number of playrooms, kitchen, toilet and changing facilities as well as an office and staff room. The children are based within designated areas in the nursery, according to their age and stage of development. There is an enclosed outdoor area which is directly accessible from some of the playrooms. The nursery is close to the town centre and is within walking distance of various facilities including parks and shops.

A statement of nursery aims for the service is shared with parents and carers and includes the following:

- “to provide breadth and balance within our setting in the provision of learning experiences
- to take account of the needs of every individual child
- to provide a variety of good quality learning experiences
- to establish close working relationships with families, local schools, the community and other agencies
- to create a safe, relaxed and happy learning environment for staff, children and parents."

**Recommendations**

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

**Requirements**

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people’s health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of care and support** - Grade 5 - Very Good  
**Quality of environment** - Grade 5 - Very Good  
**Quality of staffing** - Grade 5 - Very Good  
**Quality of management and leadership** - Grade 5 - Very Good
This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
We wrote this report after an unannounced inspection visit which took place on Wednesday 28 October 2015. Two inspectors were present in the service for approximately 8 hours in total. We returned to the nursery on Monday 2 November 2015 to gather some further information and to meet with the owner and manager, to discuss our findings. We extended the end date of the inspection to allow the nursery time to submit additional evidence.

The provider completed an annual return and a self assessment document, as requested by us.

We asked the service to issue questionnaires to parents, in order to allow us to take account of their views. Thirteen completed questionnaires were returned to us.

We asked the service to issue questionnaires to staff. Eight completed questionnaires were returned to us.

In this inspection we gathered evidence from various sources, including the following:

- discussion with the owner, manager and staff
- relevant sections of policies, procedures, records and other documents
- observations of staff interaction with children
- personal plans of some children who attend the nursery
- a sample of accident and incident reports
- feedback from parents via our questionnaires and during our visits
- viewing equipment and the environment (for example, is the nursery clean, is it set out well?)
We have taken account of all of the above information when writing this report.

**Grading the service against quality themes and statements**

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

**Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

**Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services’ responsibilities for fire safety at www.firescotland.gov.uk
The annual return
Every year all care services must complete an ‘annual return’ form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment
Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The self assessment enabled the manager and staff to tell us about what they do well and to highlight any improvements planned. The manager assessed various aspects of the service as being excellent (grade 6) and very good (grade 5). We have awarded grades of very good (5) against the statements we considered during the inspection.

While relevant information was included, overall, greater emphasis could have been placed on the outcomes experienced by the children.

Taking the views of people using the care service into account
We saw that the children were familiar with nursery routines. They were happy to share their experiences with us and wanted to tell us about the things they liked about nursery, as follows:

"We’ve got a sandpit."
"I’m going to play next door."
"I like playing with the stickies best."
"I’m going to do this." (Drawing)
"I can write my name."
"I’m looking for a blue pen."
"I didn’t go outside."
"I’ve made a monster."
Taking carers' views into account

Our questionnaires were distributed by the manager to the parents of children who attend the nursery and 13 were returned to us. All of these parents commented positively about the care their children received. For example, in response to our questionnaire statement, "Overall, I am happy with the quality of care my child receives in this service", all of these parents strongly agreed. Parents were also able to make individual comments if they wished to do so. We received the following comments (anonymised):

"My children have always been happy at Big Bird and I have always felt confident that they will be treated well when there. My children are always happy to go there."

"The nursery is fantastic. They offer a huge amount of activities. My child has great relationships with the staff and loves her days there. The staff work closely with you as a parent if there are any problems and are all very approachable."

"Fantastic nursery. Our child is thriving since starting. Environment very clean. Staff are very pleasant and have a genuine interest in children's wellbeing."

"I feel involved in the care of my children, that it is reviewed and updated regularly. My children regularly ask to go on non-nursery days and often go on trips etc. Excellent service from Big Bird."

"We are really impressed with the learning journal online. It gives us the opportunity to see our daughter involved in nursery activities, all the staff take a keen interest in our daughter and not just her keyworker. Very impressed with the time we have been there and will recommend it to friends and family who may need nursery care."

"My son loves attending Big Bird. He has a positive relationship with all members of staff and has developed and maintained friendships with his peers. I am happy and confident that my son is meeting GIRFEC's SHANARRI indicators. Staff provide appropriate feedback regarding my son's progress, highlighting positives and offering solutions for any issues that may have arisen. My son is flourishing within Big Bird Nursery (pre-school room)."
“BBN provide a good learning environment and encourage pupils to be creative. It is a safe environment and I feel confident leaving my son at BBN. They provide daily feedback on my son’s day and always speak to parents before administering any medication required.”

“Big Bird Nursery have created a safe and positive learning environment for both of my children. I feel they have employed a range of staff with varied levels of qualification. Staff are encouraged to undertake CPD (continuing professional development) that will benefit the young people in their care. Staff work tirelessly to ensure they provide quality learning experiences that engage all young people. They understand and implement the core strategies for Curriculum for Excellence and mirror requirements outlined in 3 -18 Curriculum. Staff work well together as a team and share best practice in order to meet the young people’s needs they care for at all levels. Big Bird Nursery staff provide an environment conducive to learning and developing the whole child. The establishment works hard to include the thoughts and opinions of parents. The presence of Big Bird Nursery is evident in the local community and events.”

Other comments are included in the body of this report.
3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

Service Strengths

We found this service was performing to a very good standard in the areas covered by this statement. We gathered evidence of this by looking at the availability of information about the service, seeking parents’ views and talking to the owner, manager and staff about methods of consultation which are in place.

A range of written information, including copies of some policies and procedures, was on display which helped to inform parents about the work of the nursery. Newsletters were issued to keep parents informed about staff changes, current and future events. The manager told us that parents could also access information on the Facebook page. This information was also duplicated on notice boards for parents who don’t use it. This allowed parents to keep up to date about nursery activities.

Staff routinely exchanged relevant information with parents as they dropped off and collected their children. We observed this. These discussions had helped staff to form positive relationships with families and potentially provided an opportunity for them to listen to parents’ views.
The manager stated that parents had been given the opportunity to spend time in the nursery with their child. She told us that some parents had also attended parents’ evenings and that gave them the opportunity to discuss their child’s progress with staff. There were also occasional meetings for specific purposes such as sharing information about “Building the Ambition” with parents. Parents could also participate in the parents’ group which provided support to the nursery by organising fund-raising and social events such as a summer fayre and Halloween disco.

The nursery had used questionnaires to formally gather parents’ views. The manager had collated the results from the service’s most recent questionnaires and provided feedback to parents. We saw that, overall, individual comments from parents were extremely positive. The nursery had recently undertaken an evaluation of their transition arrangements and planned to share this information once it had been discussed with staff.

Staff had involved children in evaluating specific activities and planning future activities, by discussing children’s interests and recording their comments and ideas. The manager told us that staff had been responsive to children’s views. For example, the dinosaur themed garden had been changed to a fairy garden. A child consultation board was available within the preschool room so that parents and children could add comments about their experience of the nursery.

We asked parents whether they and their child could influence what the service provided. In response to our questionnaire statement “The service has involved me and my child in developing the service, for example asking for ideas and feedback”, 10 parents strongly agreed and three agreed. This suggested that the manager and staff welcomed parents’ feedback.

**Areas for improvement**

While some parents were now going into the playroom to drop off and collect their children, we saw this was not yet established practice throughout the nursery. (Further to our visit the manager told us some parents choose not to participate.) We discussed the benefits of enabling parents to spend time in the room with their child, to learn more about their child’s experience of nursery and share in their learning.
It was stated in the parents' handbook that children should not bring any toys to nursery. We discussed this with the manager as some children may need the comfort a familiar toy from home can provide. The manager confirmed children are welcome to bring in a familiar toy should this help them to settle in nursery and advised that she will amend the handbook to make this clear.

Some of the information on the nursery website was out of date and the manager acknowledged that this needs to be updated.

**Grade**
5 - Very Good

**Number of requirements** - 0
**Number of recommendations** - 0
Statement 2
“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

Service Strengths
We found this service was performing at a very good level with regard to this statement. We gathered evidence of this from discussion with the manager and staff, reference to children’s personal plans and relevant policies and procedures, our own observations and taking account of feedback from children and their parents.

Continuity of staffing had helped staff to form positive relations with parents and children. We saw children and parents were welcomed by staff. This helped children to feel secure and we saw that they settled quickly on arrival at the nursery.

Children could choose from a range of play materials which were easily accessible. Some of the children spoke to us about the activities they had enjoyed. Staff allowed the children periods of free choice at various times throughout the day. Children’s learning was further supported by visiting specialists including music and dance instructors. We heard staff using positive praise when working with the children to build their confidence and self-esteem.

Staff were aware of the benefits of fresh air and physical exercise for children. They told us that children accessed the outdoor area most days. We saw that preschool children were able to choose to play outside or inside for much of the day and this was seen to be very popular. This meant that children had opportunities to be active and become confident in their abilities.
Nursery transport was available to take children on a range of visits in the local area. Forest kindergarten experiences were offered from May to September for small groups of preschool children. The children were therefore able to explore the natural outdoor environment. Photographs evidenced that they had learned to build dens, climb trees and appreciate nature.

Staff had used online learning journeys to document and share children’s progress with parents. We saw these contained observations, photographs and short videos. Parents were given their own login so that they could access their child’s learning journey at any time, and contribute comments to these and be involved in their children’s learning. One parent told us she appreciated the online system as it also allowed her children’s grandparents to access the information and she felt this had helped them to feel involved.

We saw staff in the 3-5 room were responsive to children’s interests and had begun to record what children already know and what they would like to find out. They had recently introduced a "learning wall" approach to record this information in a way which was accessible to parents and children.

Healthy eating was promoted through the provision of a breakfast, cooked lunch and snacks prepared by a cook. Snacks usually included fruit and vegetables. The menu was displayed for parents to see and know what their child was offered, which contributed to continuity of care. The manager confirmed that menus had been checked by an expert in nutrition as previously suggested by the Care Inspectorate. We observed children having lunch in the baby room. Staff encouraged the children to taste and try the lunch. They offered support, as appropriate, and encouraged the older babies to feed themselves. We saw the babies enjoyed their lunch of tuna, potatoes, sweet corn and beans, and yogurt and fruit. They ate well. Likewise, children in the 2-3 room were well supported while they ate their lunch of fish cakes, beans and homemade cake and blueberries. Parents who returned a questionnaire indicated they were satisfied with the food provided. Tooth brushing was an established part of the daily routine, which supported children to develop good dental hygiene routines.
Overall, the children experienced a calm, relaxed environment which was conducive to learning. The caring approach of staff helped children to feel safe and secure. We saw periods of good practice where staff engaged well with the children and were responsive to their needs. As a result, children were motivated and able to benefit from the resources available. Children were respected and birthdays celebrated so that children could feel included.

Overall, children’s medication was managed well. The manager had a copy of our most recent guidance document dated 2014 and told us the nursery medication policies and procedures reflected this.

Staff were trained in child protection and were aware of their obligation to act on any concerns. They were familiar with the nursery procedure. These measures should help the nursery to keep children safe.

**Areas for improvement**

There was a short period of time when the session did not run smoothly in the baby room. Children required more support than the staff could reasonably provide, given the competing demands on their time. Sleep time was not well managed resulting in some children being upset. We therefore asked the manager to review and improve the arrangements for this part of the session so that the children’s needs are fully met. The manager explained that a key member of staff had been absent and this may have impacted on the situation.

We asked the manager to support staff to build on the observations they make by using schemas to reflect on and think about the ways individual children learn. This will further support children’s learning and achievement.
We noted that some of the art activities for children aged under two years involved them being given prepared shapes which had been cut out and partially assembled by adults. We asked the manager to work with staff to ensure less reliance on templates, as this will further encourage children’s creativity when drawing, gluing and painting. (The manager stated that templates were not used for children aged over two years.)

Grade
5 - Very Good

Number of requirements - 0
Number of recommendations - 0
Quality Theme 2: Quality of Environment
Grade awarded for this theme: 5 - Very Good

Statement 2
“We make sure that the environment is safe and service users are protected.”

Service Strengths
We found this service was performing at a very good level with regard to this statement. We gathered evidence of this from discussions with the manager and staff, our observations of the nursery environment and resources, reference to the relevant documents and taking account of feedback from parents.

The nursery had compiled and implemented risk assessments with the aim of ensuring a safe environment for the children, parents and visitors. A secure entry system meant staff controlled who had access to the premises and this prevented people entering the nursery uninvited. We were asked to sign in and out of the service and saw other visitors were asked to do the same. The internal doors to the playrooms were also secure. Staff maintained registers of children’s attendance. These measures helped management to know who was in the nursery at any time and who they needed to account for in an emergency, thereby keeping children safe.

A range of health and safety policies and procedures were in place to promote safety. Staff demonstrated a good awareness of safety matters and we did not observe any hazards. Outdoor play areas were fully enclosed to reduce the risk of children leaving without an adult. We saw that staff supervised children well, including when they were outdoors. This minimised the risk of accidents.
Staff had access to protective clothing including aprons and gloves. Within the children’s toilet areas, liquid soap and paper towels were in plentiful supply and staff encouraged children to wash their hands under running water. A wash-hand basin had been installed in the food preparation area within the baby room. Most members of staff were trained in elementary food hygiene which helped them to store, prepare and serve food safely. These measures helped to minimise the risk of infection and contributed to keeping children healthy.

The nursery was awarded a Food Standards Agency pass certificate in March 2015. The manager confirmed that an Eat Safe Award had previously been awarded in 2014.

The manager confirmed that members of staff usually attended first aid training within three months of taking up a post. This should ensure that children are treated appropriately should an accident occur. Records showed that this was the case.

We saw evidence of employer’s liability insurance. The owner confirmed that motor insurance was in place for the nursery vehicles. This should provide some protection to families, in the event of any accidents.

Each of the playrooms appeared clean, safe and tidy. Staff were observed to routinely tidy and clean the playrooms to ensure the cleanliness of the environment was maintained throughout the session. Children were observed as comfortable and happy in the environment. In response to the statement "The service is a safe, secure, hygienic, smoke-free, pleasant environment" all 13 parents who returned our questionnaires strongly agreed.
Areas for improvement
We discussed nursery infection prevention and control procedures and the manager confirmed she was in the process of reading Health Protection Scotland’s most recent guidance. This will help her to review nursery procedures and share information with staff.

Grade
5 - Very Good
Number of requirements - 0
Number of recommendations - 0
Statement 5
“The accommodation and resources are suitable for the needs of the service users. “

Service Strengths
We found this service was performing at a very good level with regard to this statement. We gathered evidence of this from discussions with the manager and staff, our observations of the nursery environment and resources, reference to the relevant records and taking account of feedback from parents.

Children were cared for in premises that were well maintained and welcoming. The playrooms were set out in a way where children could access resources and choose what they wished to play with. Children were provided with resources which were interesting and supported their learning, to help them achieve. For example, we saw children in the 3-5 year room were confident in using tablets and a smart board. Each of the playrooms had plenty of soft furnishings where children could relax and choose to have some quiet time, or rest.

One staff member had attended training on learning environments and had already begun to change the range of resources so that there was less plastic and children had more opportunities to play with and explore resources made from natural materials. She told us of her plans to continue to build on this, for example, by including some plants and flowers in each of the playrooms. The nursery had involved children and parents to be involved in recycling activities and had successfully achieved a green Eco-flag.

Children in the 3-5 room had the choice to play outdoors through the day and enjoyed a range of experiences including water play, riding on wheeled toys and splashing in puddles. Staff supported the children to be independent and the children all knew the rules of putting on the waterproof clothing before going outdoors to play. We were told children in the baby room accessed the garden area and were regularly taken on walks in the local area.
Children aged 2-3 had access to a main playroom and smaller sunroom which gave direct access to the outdoors. They were comfortable in each of these areas and we saw that good use was made of the available accommodation.

Staff readily shared books with children and over time this will support children’s language development and foster a love of books. We saw that the children also enjoyed the opportunity to play outdoors with the older children. There was also a designated sleep room available to children in the 2-3 year age group. The children were asked to lie on mats, and staff dimmed the lights and played calming music, and staff sat on the floor and helped them to settle. We saw that the children quickly settled for a sleep.

We asked parents whether they were satisfied with nursery resources. In response to our questionnaire statement "The service has a suitable range of equipment, toys and materials for the children", 13 parents strongly agreed.

Areas for improvement
The showerproof suits which were provided for the children were not fully waterproof. The owner advised that she will consider providing fully waterproof clothing which will better protect the children when they are playing outdoors in wet weather. This will avoid the necessity of staff having to change their clothing when it gets damp.

As previously mentioned, staff had to leave the baby-room to access bedding and we would suggest the nursery review the storage arrangements to ensure it can be easily accessed by staff, as this will help staff respond to children’s needs.

After lunch, an area within the room for children aged 1-2 years was set up as a space for children to explore a basket full of resources made from natural materials; however, no children accessed the area. We suggested ways to make the area more inviting to children so that they are attracted to the activity.
Grade
5 - Very Good
Number of requirements - 0
Number of recommendations - 0
Quality Theme 3: Quality of Staffing
Grade awarded for this theme: 5 - Very Good

Statement 2
“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

Service Strengths
We found this service was performing at a very good level with regard to this statement. We gathered evidence of this from discussions with the owner, manager and taking account of parents' feedback. We also viewed staff files, relating to three appointments which had been made since the date of the last inspection.

Safe recruitment practices helped ensure that children were safe and protected and cared for by staff who had the appropriate skills/experience.

The manager used a comprehensive recruitment checklist which provided an overview of the recruitment process. This helped her to ensure that all necessary information was obtained.

Most applicants completed application forms which included information about qualifications and experience.

We saw that references had been sent for and received prior to the start date, with one exception. This reference was obtained retrospectively, as soon as was practicable. Protection of vulnerable group (PVG) checks were carried out prior to start dates.

All candidates were asked to complete a medical questionnaire, so that the owner would be aware of any issues affecting their ability to carry out their work.
Candidates received a contract/written offer of employment. New staff underwent an induction programme to help familiarise them with nursery processes and a written record was kept to evidence this. Staff were taken on for a trail period initially, which allowed for further assessment of their suitability.

All staff were registered with the Scottish Social Services Council (SSSC). (One SSSC application was pending at the time of our visit.)

People working in social care services have to work to the SSSC Code of Practice for social service workers. The code sets out standards for workers' conduct which helps to protect children.

A volunteer had recently started working in the nursery. The manager confirmed that references and a PVG check had been undertaken.

**Areas for improvement**
In one case no recruitment checklist was in place and it was therefore unclear whether this member of staff had registered with SSSC in the required timescale, as this information was not provided.

A pro-forma was available to record evidence of each candidate's suitability; however, this had not been used in two out of the three files we examined.

**Grade**
5 - Very Good

**Number of requirements - 0**
**Number of recommendations - 0**
Statement 3
“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

Service Strengths
We found that the service was performing at a very good level with regard to this statement. We gathered evidence of this from discussion with the manager and staff, our own observations of staff practices, reference to the relevant policies and records and feedback from parents.

The owner employed a manager, a depute and 18 childcare staff. The manager held a degree level qualification in childhood studies. All staff held a relevant qualification with one exception who was undertaking training. Staff were encouraged to undertake professional learning opportunities to support their practice. Some staff were working towards next level qualifications. This is positive as there is a correlation between staff qualifications and improved outcomes for children.

The nursery maintained the recommended adult/child ratios as stated in the National Care Standards for Early Education and Childcare up to age 16. This meant there was a sufficient number of staff to care for the children.

Staff were welcoming to visitors. They understood their roles and responsibilities and worked well together throughout the day. We saw that staff displayed a caring, respectful manner towards the children and worked to the best of their ability to meet their needs. They provided good role models for children. Staff had formed good relationships with children and parents. They appeared motivated and wanted to provide a good quality service for children and their families.
Staff had access to national guidance including the National Care Standards, Prebirth to Three and the Curriculum for Excellence. They had a working knowledge of the Government strategy Getting it Right for Every Child (GIRFEC). Staff had begun to use recent guidance (Building the Ambition) which has been developed to help staff further promote children’s wellbeing and enhance their learning. Use of these documents helped staff to support children effectively. Staff received the West Lothian Council training calendar and had attended some of these events. Examples of training undertaken since the last inspection included maths through stories, working with children who have English as an additional language and developing phonological awareness.

In response to our questionnaire statement, "I am confident that the staff have the necessary skills and experience to care for my child and support their learning and development" 13 parents strongly agreed. A parent commented, "I am extremely happy with the care and service my child receives whilst at Big Bird. My child looks forward to going and is very comfortable with the staff, his confidence and social skills have come on leaps and bounds since going to Big Bird."

**Areas for improvement**

The owner and manager should continue to support staff to develop their understanding of children’s learning, for example, some staff were not yet fully familiar with the concept of children’s schemas. (See also areas for improvement under Quality Theme 1 Statement 2)

**Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**
Quality Theme 4: Quality of Management and Leadership
Grade awarded for this theme: 5 - Very Good

Statement 3
“To encourage good quality care, we promote leadership values throughout the workforce.”

Service Strengths
We found that the service was performing at a very good level with regard to this statement. We gathered evidence of this from discussion with the owner, manager and staff, our findings, reference to written information including the service’s own self assessment document and by taking account of feedback from parents.

There was a clear management structure and staff understood their roles and responsibilities. Tasks were shared and delegated and this contributed to the smooth running of the playrooms and good outcomes for children. Staff were encouraged to assume responsibility for specific aspects of the nursery. A member of staff had been appointed to the new role of assistant manager. This enabled her to gain more understanding of the planning process and to take more of a lead in this area. Some staff took on specific tasks such as keyworker duties, leading the eco group and maintaining notice boards.

Staff could participate in ‘WhatsApp’ group chat to share ideas and suggestions about their work. This made it easy for all staff to contribute.

The owner felt it was important that achievements were recognised and celebrated. She arranged motivational team building events and encouraged the staff to take part in award schemes.
Further training needs of staff had been considered by the manager and we saw that she had identified ways to enhance the skill base. As previously mentioned, some staff were working towards next level qualifications. The owner was committed to maintaining a training plan and to supporting staff in accessing training. This helped motivate staff.

**Areas for improvement**
The manager was planning to continue to encourage staff to access the SSSC’s Step into Leadership Programme. Further information about this is available on the SSSC website.

**Grade**
5 - Very Good

**Number of requirements** - 0
**Number of recommendations** - 0
Statement 4
“We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.”

Service Strengths
We found that the service was performing at a very good level with regard to this statement. We gathered evidence of this from discussion with the owner, manager and staff, our findings, reference to written information including the service’s own self assessment document and by taking account of feedback from parents.

Strengths identified under Quality Theme 1 Statement 1 are also relevant to this quality statement. As mentioned previously, we could see that there were opportunities for parents and children to be involved in assessing and improving the quality of care and support.

The owner maintained a high profile in the service, and worked closely with the manager. In addition to day to day contact, they met more formally each month to discuss nursery business.

The manager was supernumerary and available every day to offer guidance and support to staff. She participated in weekly meetings with staff from each playroom and met with senior members of staff each week. Whole staff meetings were held on a monthly basis. This enabled them to share ideas, provide and receive support and discuss how they planned to meet children’s needs. There was also potential for staff to raise issues and make comments and suggestions which might influence change. A meeting record was kept which highlighted any actions to be taken. Staff told us that they felt management were approachable and that they could express their views.
The manager had begun to use Building the Ambition as a monitoring tool to assist her in evaluating the work of the nursery. She carried out observations in each of the playrooms and provided written feedback to staff, making reference to this document. The manager also audited certain aspects of nursery practice, for example learning journals and accident records were checked and any issues fed back to staff. These measures supported the further development of the nursery which, in turn, will contribute towards positive outcomes for the children who attend.

The service was registered to provide preschool education in partnership with the local authority education service. This provision was monitored by the local authority and this created an opportunity for the provider and staff to engage in dialogue with, and get feedback from an external service. A nursery improvement plan was in place which reflected both key strengths and areas for improvement. There was evidence that the manager had made progress towards actioning the proposed developments. This showed that there was a commitment to develop the nursery and improve outcomes for children.

We discussed care and welfare issues and sought evidence of ways in which concerns had been responded to. The manager was the designated child protection coordinator whose role is to support staff and decide when further action needs to be taken. She was aware of the need to record details of any concerns and how these had been addressed. We found some evidence that concerns about children’s well-being had been shared with other agencies.

The manager was broadly aware of regulatory issues and had submitted formal notifications to the Care Inspectorate, as required. A complaints procedure was in place, and this created opportunities for parents to raise any concerns they may have about the service.

**Areas for improvement**

Information in one child’s chronology reflected what we considered to be a pattern of concerns. We fully discussed this situation with the provider and manager who gave us their assurance that information would, in future, be appropriately shared with social work or other relevant agencies.
We were advised of the addition of a director to the company since the date of the last inspection. We did not receive the required notification at the time of this appointment and the owner has agreed to submit this retrospectively. (Services are legally required to inform us of such changes so that we can assess the suitability of relevant individuals.)

The owner advised she was willing to offer a service at the weekend to help parents attend nursery meetings. We discussed the necessity of a variation to the conditions of registration prior to any care being provided outwith the times stated on the certificate of registration.

Grade
5 - Very Good

**Number of requirements - 0**
**Number of recommendations - 0**
4  What the service has done to meet any requirements we made at our last inspection

Previous requirements

There are no outstanding requirements.

5  What the service has done to meet any recommendations we made at our last inspection

Previous recommendations

1. The provider should monitor the structure and pace of the children's day, to maximise child choice and further enhance their learning.
   This recommendation was made on 11 October 2013
   We found that the provider had taken the recommended action.

2. The manager should ensure that care plans are completed consistently, to a good standard and that all information is reviewed no less than every 6 months and updated as appropriate.
   This recommendation was made on 11 October 2013
   We found that the provider had taken the recommended action.

3. The provider should review and improve medication procedures to ensure that current best practice guidance is followed consistently.
   This recommendation was made on 11 October 2013
   We found that the provider had taken the recommended action.
4. The provider should review and improve arrangements for the preparation/re-heating of infant feeds and children’s meals, taking account of best practice guidance on infection control and with reference to the latest published report, 'Outbreak of E. coli 0157 infection at Rose Lodge Nursery, Aboyne, May 2012: Report of the incident management team of NHS Grampian'.

This recommendation was made on 11 October 2013

We found that the provider had taken the recommended action.
6 Complaints
No complaints have been upheld, or partially upheld, since the last inspection.

7 Enforcements
We have taken no enforcement action against this care service since the last inspection.

8 Additional Information
There is no additional information.

9 Inspection and grading history

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<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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</thead>
<tbody>
<tr>
<td>11 Oct 2013</td>
<td>Unannounced</td>
<td>Care and support: 4 - Good</td>
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<tr>
<td></td>
<td></td>
<td>Environment: 5 - Very Good</td>
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<tr>
<td></td>
<td></td>
<td>Staffing: 4 - Good</td>
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<tr>
<td></td>
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<td>Management and Leadership: 5 - Very Good</td>
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nithear iarrtas.

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پر رخ وسیع کر کننہ پر رخ دیکھنے اور دیکھنے بنا بنی اور فرامرزی پینی کی چاپی ہے۔

أنجليزی ‘‘ی‘‘ ویسٹ پولیس چاند کرنے کا نافذ کئے اور اہم اور ضروری دو ہوئے ہیں ہیں。

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