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

12/12a Manse Road
Whitburn
Bathgate
EH47 0DH

Telephone: 01501 744550

Type of inspection: Unannounced
Inspection completed on: 12 March 2018

Service provided by:
BBN Investments Ltd

Service provider number:
SP2012011833

Care service number:
CS2012308289
About the service

The service is provided by BBN Investments Ltd, trading as Big Bird Nursery. The company employs a manager to manage the nursery on a day-to-day basis. They offer full and part-time places to children who are not yet attending primary school.

The service is registered to provide a care service to a maximum of 79 children as follows:

First floor:
Rainbow and Ladybird Rooms:
18 children aged three months to two years.

Ground Floor:
Toddler Rooms: Sun Room
20 children aged two years to three years

3 - 5 Rooms
32 children aged three years to those not yet attending primary school.

Multi Purpose Room.
five children aged 0 - under three years
OR
seven children aged two years to three years
OR
nine children aged three years to five years

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 nursery registered with the Care Inspectorate on 5 November 2012 and 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 the ground floor playroom. 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
We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). This is 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 the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

Our questionnaires were distributed by the manager to parents of children who attend the nursery and 16 were returned to us. We spoke with two parents during the inspection visits. All parents commented positively about the care their children received.

One parent told us about an issue with storage of children shoes, gloves and scarfs. She had spoken with the manager who had put in place an improved storage system. This indicated that the manager was approachable and valued parent/carer feedback.

Further comments made included the following:

"I have so much confidence in the staff at this nursery..., staff are considerate to individual needs..., actually seem to love their jobs and love the kids..., I can’t praise them enough.”

"The staff are friendly and kind..., the nursery always involve parents in what the children are doing and the local community is involved.'

"I am very pleased with the nursery, the environment and the staff..., the learning and support is excellent.”

"Great nursery and very well run, always informed about things and nothing is too much hassle.”

"...there is always a fun atmosphere during collection and drop off and the staff always greet you with a smile...”

"All staff have been excellent with my child..., they also care about my emotional needs.”

"The nursery has a ‘big family’ welcoming feel whilst still maintaining a strong sense of professionalism and high standards. The nursery on-line system is a really good home – nursery link. It keeps us up to date with regular photos and comments to inform us of things that our children have been doing in nursery..., varied opportunities and events so that we can be involved in children’s learning and the life of the nursery.”

"(child) loves each and every one of the ladies and seems so settled and relaxed in the nursery environment..., see a huge improvement in (child’s) confidence, speech and numbers.”

During the inspection the children were very happy, confident and relaxed with staff and each other. Children were having fun and laughing as they played, chatting to staff and each other. Children talked to us with ease, showing what they were playing with and including us in their play. This demonstrated their feeling of safety and security with staff and in the nursery environment. All children were involved in a variety of rich play experiences and appeared settled and happy.
Children who spoke with us made the following comments:

“that’s a tractor”

“say cheese”

“come in to the train station”

“this is fish fingers, peas and potatoes”

“I’m back”

“I’m a pirate ship”

“I need a drink”

“I’m making a ball”

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed their own improvement plan and quality assurance methods. 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 5 - Very Good
Quality of staffing 5 - Very Good
Quality of management and leadership 5 - Very Good

What the service does well

Families were warmly welcomed in to nursery and had opportunity to become involved with a variety of events. Their views were valued and their feedback was used to make improvements in the service. This very good practice encouraged children and their parents'/carers’ sense of belonging within the nursery.

Children’s developmental and emotional wellbeing was very well supported and staff worked with parents'/carers' and other agencies to support any additional needs. Children received a high level of nurturing care, comfort and support from a professional and motivated staff team. Interactions between staff and children encouraged the children’s feelings of belonging and security in a environment rich in creative opportunities. Staff respectfully listened to children, offering additional help with play when this was wanted and needed. Children were involved in a variety of imaginative and exciting play types and were supported by staff using language to encourage and inspire children to develop their ideas.
Children were valued and listened to. They were encouraged to make independent choices about how they spent their time. They were involved in planning activities and in the general day-to-day life of the service. The resources in the play rooms and in the garden areas, were easily accessed by the children.

We observed some complex play in the construction area for example, where children were role playing a visit to the train station. This imaginative play helped develop children’s sense of identity, belonging, verbal skills and friendships. We observed a child involved in a play dough activity where the staff encouraged the child’s language development, imagination, fine motor skills and sense of achievement by making interested comments and asking enquiring questions.

Children gained confidence as they explored the natural environment, assessed their capabilities and challenged themselves to discover new skills. Children’s physical development was encouraged and they were learning about managing risk in their play when climbing on and jumping off the climbing construction in the garden.

Children were kind towards each other and it was evident that by staff reviewing nursery ‘rules’ with the children and modelling respectful interactions, children’s respect for their peers was promoted. This very good practice helped the children to become aware of the needs of others and reflected the nurturing and respectful ethos adopted by staff.

This was a very well managed service with effective systems in place to ensure staff at all levels were kept informed and were included in development plans. They were kept informed about individual children’s needs and about the day to day events in the service.

Staff felt supported by management and had access to training opportunities that supported them to develop their skills and knowledge. They were encouraged to take on leadership roles and to develop play and learning initiatives with the children.

The positive relationship between staff and management enabled a supportive appraisal system and a practice monitoring system. Training was linked to staff professional development and the needs of the children.

Management and staff shared a strong commitment to remaining knowledgeable about current guidance, legislation and best practice and this supported the very good level of care provided to children.

The keyworker system was used well to maintain positive communication with parents’ and other staff. This encouraged effective information sharing to support continuity of care and the continued development of the individual child. Regular sharing of information helped all staff remained aware of each child’s current needs and interests. This helped promote the children’s feeling of being well cared for.

**What the service could do better**

During the inspection we noted that the youngest children did not have easy access to outdoors and in fact did not always get outside each day. The manager and staff agreed this was desirable for the children and put a system in place to support them to ensure all children had access to fresh air and outdoor play each day.

Staff understood the value of appropriate intervention in children’s play and their role in extending and enriching children’s experiences. However it is important that they support and direct students to also develop this understanding, ensuring children’s play is respected and valued.
The manager agreed to monitor children’s meal times to ensure they have opportunity to learn independence skills and to ensure staff support meal times as social occasions with opportunity for language development and learning.

**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**

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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