

Bainsford Primary School Nursery Day Care of Children

Waverley Street
Bainsford
Falkirk
FK2 7NW

Telephone: 01324 508530

Type of inspection:
Unannounced

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5 November 2019

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003015560

About the service

Bainsford Primary School Nursery has been registered since 1 April 2002.

The service is registered to provide a day care of children service to a maximum of 40 children aged from 3 years to those not yet attending primary school. The nursery is within the primary school building with its own entrance. It is near local shops, and public transport routes within Bainsford, Falkirk. The environment was recently refurbished which resulted in a larger space for children to play, explore and rest. The children have access to a large open plan play room which includes a kitchen and eating area. There are accessible toilets and a changing area. The children can access the outdoor play space directly from the room. There is also a cloak room and ample space on the upper level for family groups, staff area and for children to access to take part in a variety of experiences including story time.

We check services are meeting the principles of Getting it Right for Every Child (also known as 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 the services that can help them. There are eight wellbeing indicators at the heart of Getting it right for every child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

Please note all parents and carers will be referred to as 'parents' throughout this report.

What people told us

We observed children playing over two visits. Some children were happy to speak with us, ask us questions or share what they were doing with us. The children were clearly having fun. Even if they were a little unsettled at drop off time they soon calmed down and were supported to play or able to take their time eating some breakfast before they decided what they wanted to do.

We sent 11 Care Standards Questionnaires (CSQs) to parents of children who attended the service. Eight completed questionnaires were returned before our visits. All parents indicated a high level of satisfaction with the service. Some left comments; we have included a sample which represent parents views:

'When my child started over two years ago they were not good at listening. Now they are a different child who is well-mannered. I could not be happier with Bainsford nursery, thank you everyone.

I couldn't be happier with the care and education Bainsford nursery has given my child. All of the staff are a true credit to the nursery! Thank you for everything you do.

The nursery has a very strong inclusive ethos and have kept us involved in our child's development by setting goals in partnership with us. Staff are very child focussed and are genuinely interested in every child as an individual. They offer a wide range of activities both community based and in-house which enhances their learning experience. They work they do around transition to primary one has benefited our child. The modern apprenticeship program is a strong feature and is giving these staff a good foundation to build their careers. Our modern apprentice taught our child to ride a bike!!

The staff are fantastic. The outdoor visits to the woods is always fun, all the children love it. I loved watching the video on Twitter of my child jumping in puddles, they had so much fun. Outdoor play and activities are regularly encouraged by the team; they keep me updated and involve parents regularly in activities too.

Staff are fantastic, helpful, caring and always greet everyone warmly. They provide a very warm, comfortable and nurturing environment.'

We also spoke with another professional who worked with the staff, families and children. They told us about the dedication of the team; how they had worked in partnership with them to create a consistent level of support for children and families and how they have continued to work together to benefit families even after their original project time ended.

Self assessment

We did not request a self-assessment as part of this inspection. We viewed the services' internal improvement plan during our inspection. We noted there were many 'active' plans in place to support the development of the children and the team. The action plans and reflection times detailed how the service was evolving since the introduction of the extended day and bigger team.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

The team knew children and families well. Children were supported to communicate in ways that were right for them and at their pace. A respectful and child-centred ethos was clear. The nurturing team promoted planning in the moment. Freedom with guidance enabled children to flourish. A key strength was how the team connected with children; for example, offering comfort in a cuddle or making connections such as rubbing their arm or back. Children's wellbeing was high on the agenda as they were supported to make secure attachments.

The positive actions of the team in engaging families were outstanding. Approaches were sensitive, measured and valued by parents. Examples included baby rhyme time; baking groups and woodland experiences. The insight the team had into family life resulted in individualised support being offered. The team were successful in utilising and enhancing parents' skills which enhanced children's outcomes at nursery and at home. For example, the impact on children's and family's health should be commended. Parents were shown respect and this ethos filtered through to how staff cared for children and how they treated each other.

Inviting parents to outdoor play experiences encouraged an understanding of learning and development opportunities in a natural environment. Children benefited from time outside in fresh air, testing out what their bodies could do and building confidence in assessing risks based on their capabilities. This empowered children and enabled them to take some responsibility for their safety.

The team worked alongside other professionals and were dedicated to securing children's progress. They were passionate and motivated to learn, enhance their understanding, test out approaches and reflect together to be a valuable part of children's growth and development. For example, their aims of developing children's literacy linked seamlessly to their work alongside families. The nursery has become a significant source of support to the

families of the local community. The approaches developed engaged children before they started nursery and, in some cases, remained long after they started school. Building resilience using a strength-based approach was well-planned, well-balanced and meaningful. Holistic family support and compassionate care were clear in the skilled and nurturing interactions of the team.

Children benefited from experiences outside to the woods, parks, shops and beaches. The free-flow style to the session enabled children time and space to explore and play. Children were encouraged to develop and maintain interests. Staff skilfully created links to learning opportunities through interests, for example a child found a spider outside which they linked to a rhyme and then to the development of skills in the sewing area (making a web) which was being introduced to the children.

The influence of the 'Falkirk Froebel Family' initiative was becoming evident. The team took part in learning together and honed their skills in adding value through their interactions. One example was through the block play area. We observed children playing imaginatively for long periods of time and linking stories they had read to their creations. Staff took the opportunity to extend mathematical knowledge and language through effective questioning. Although they are still on a journey with this work, the team should consider sharing this across the early years sector.

Staff were clearly passionate and motivated; they felt supported and challenged yet had independence in their various roles. The team had opportunities to share their skills and learning to impact positively on children, for example introducing sewing and woodwork following professional learning. This culture linked to the Froebelian ethos and the aims of time, opportunity, trust and space which all staff modelled and valued.

The team regularly reflected, evaluated, challenged each other, gave and received feedback and were moderated. This promoted consistency in practice and excellent outcomes for children's care and support. Staff felt part of the whole school, however early learning and childcare was also recognised as unique. The nurturing ethos afforded to children was entwined throughout the school leadership and among the team.

What the service could do better

The team should continue to develop the clarity and consistency of approaches used to capture children's developmental journeys in their individual folders. As discussed, they could further develop ways of engaging children in looking back at past learning experiences and consider how next steps will be detailed and followed up on.

Time is needed for the recently extended team to fully embed and become entirely confident in their roles. This will encourage further development of a learning environment which enables children more opportunity to challenge themselves in terms of risk, skills and creativity. This is already in the plans of the service to further embed woodwork, sewing and clay as part of continuous provision.

The team are now well-placed to use the health and social care standards as a prompt for self-evaluation, consideration in children's reviews and to demonstrate 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

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
26 May 2016	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
16 Apr 2013	Unannounced	Care and support	5 - Very good

Date	Type	Gradings	
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
18 Jan 2010	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good

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