

# Ballantrae Early Years Centre Day Care of Children

Ballantrae Primary School  
6 The Vennel  
Ballantrae  
KA26 0NH

Telephone: 01465 716803

**Type of inspection:**  
Unannounced

**Completed on:**  
28 February 2020

**Service provided by:**  
South Ayrshire Council

**Service provider number:**  
SP2003003269

**Service no:**  
CS2003016136

## About the service

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

The Getting it Right for Every Child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It's a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it Right for Every Child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

In Scotland, the Getting it Right for Every Child (GIRFEC) approach puts wellbeing at the very heart of its approach. The eight 'indicators' of wellbeing that form the basis of GIRFEC are - safe, healthy, achieving, nurtured, active, respected, responsible and included - often referred to as 'SHANARRI'.

Ballantrae Early Years Centre is a daycare for children service located in the village of Ballantrae. The service is based within Ballantrae Primary School and is provided by South Ayrshire Council. The service provides early learning and childcare for children aged two years to school age and a peripatetic head teacher has overall responsibility for the daily operation of the service.

A full statement of service's aims and objectives is available from the service. Statements include they aim to:

- Provide a caring, safe and stimulating environment in which children feel happy and secure;
- Develop each child's individual skills through interesting and appropriate activities;
- Create opportunities for children to extend their communication skills;
- Promote good manners, consideration for others and self-discipline;
- Foster a genuine partnership with parents;
- Ensure that equal opportunities are given to all children in their development.

We wrote this report following an unannounced inspection, which took place on Friday 28 February 2020. Feedback was provided to the head teacher and the early years staff team on this date.

## What people told us

We posted out four care standard questionnaires to the service to distribute to parents/carers of children who used the service, three of which were returned before the inspection. We spoke with four parents/carers during our inspection and all strongly agreed or agreed they were happy with the overall care and support their child received. Comments made included;

"My children love going to nursery. The service is outstanding and we are more than happy to travel to allow our children to attend."

"Since starting this nursery my son has grown as a person, he has become very self aware and this is all thanks to the wonderful staff."

"We are extremely happy parents to have found such a wonderful service. Our child loves nursery and he often doesn't want to come home when we arrive to collect him."

"Overall we are happy with nursery however we would like our child challenged in a more structured way, Staff tell us this is done through play however we have not seen evidence of this. We would also like more personalised feedback as this is often given to a wide group."

## Self assessment

The service had not been asked to complete a self-assessment in advance of this inspection. We discussed the improvement plan for the service which demonstrated some priorities for improving outcomes for children.

## From this inspection we graded this service as:

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

## What the service does well

Children within the early years centre receive outstanding care and support from a staff team who know them very well. Staff place children and their families at the heart of their work, and were working hard to achieve the best outcomes for children. Parents we spoke to confirmed that the opportunities provided for them to be involved within the service, such as PEEP sessions and the annual garden party helped to create an inclusive environment where children and their families felt welcome, listened to, valued and respected.

Trusting, respectful and compassionate relationships had been developed between children, staff and parents and we found that this contributed to the happy, relaxed and confident children we observed. Children were confidently expressing their thoughts, views and feelings whilst making independent play choices. This told us that children felt safe and secure within the service.

Through discussions with staff and reviewing personal plans it was clear that staff valued and took account of parents' knowledge and views of their child's developmental needs, interests and personality when gathering the information needed to develop and review each child's plan. Staff spoke sensitively and knowledgeably about children's individual care, learning and development needs and the information required to support children was easily accessible ensuring that any new or temporary staff were well equipped to meet children's needs.

A personalised learning framework was being used to track children's progress and celebrate their achievements, with learning being regularly shared with their parents. We sampled planning records and found that meaningful observations were used to assess how best to support individual children and when to provide depth and challenge in their learning. Clear progression pathways and purposeful next steps focussed on how to secure and sustain children's progress over time, ensuring that children were fully supported to reach their potential.

Staff demonstrated within their practice that they were highly skilled in talking and listening to children. We observed staff using adapted critical and creative thinking strategies to support children to learn about space at a pace that best suited the children. This supported children to lead their own learning and enabled staff to develop topics and strands of learning that responded to individual children's specific interests. Children were proud to show us their work and were eager to reflect on and recall what they had learnt.

The effective use of play zones within the indoor and outdoor play areas created a rich learning environment that was inspiring children to be creative, curious and inventive. Staff had introduced open-ended materials, resources and loose parts play to promote children's natural curiosity, develop their physical agility and help build their resilience. As a result, we saw children absorbed in purposeful play, flourishing and having fun with a range of high quality play experiences that enriched and deepened their learning. Further examples of highly engaging experiences offered to children to support the development of key skills included gymnastics, dough disco sessions, swimming lessons and Gaelic lessons.

## What the service could do better

In discussion with the head teacher and staff it was clear the team were fully committed to maintaining the very high standards they had achieved and continuing to be open to finding new ideas and ways to challenge and inspire children. The head teacher spoke of her desire to develop a forest schools experience for children and we have encouraged the head teacher and the staff to continue with these plans as this would provide wider community learning for the children attending the service.

As part of the Scottish Government's expansion in early learning and childcare entitlement, children are now attending the service for full day placements. We observed times where children appeared tired and were seeking areas to rest. We have asked the staff team to further develop warm cosy areas within the playroom to ensure all children have access to nurturing areas for rest, sleep and relaxation, supporting their wellbeing.

Children benefited from relaxed and sociable mealtimes. Staff sat with children during lunch and were entirely focused on children's needs. Staff supervised effectively to keep children safe, and supported the development of key social skills. We have asked the staff to ensure opportunities for children to develop their independence are enhanced further, for example children should be encouraged to self serve at meal times.

## 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](http://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
13 Jun 2017	Unannounced	<div>Care and support</div> <div>6 - Excellent</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>6 - Excellent</div> <div>Management and leadership</div> <div>Not assessed</div>
10 Mar 2016	Unannounced	<div>Care and support</div> <div>5 - Very good</div> <div>Environment</div> <div>5 - Very good</div> <div>Staffing</div> <div>5 - Very good</div> <div>Management and leadership</div> <div>5 - Very good</div>
31 Jan 2013	Unannounced	<div>Care and support</div> <div>5 - Very good</div>

Date	Type	Gradings	
		Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good
17 Aug 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good 5 - Very good

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