

# Bridgend Primary School Nursery Day Care of Children

Bridgend Primary School  
Auldhill Road  
Bridgend  
Linlithgow  
EH49 6NZ

Telephone: 01506 280 000

**Type of inspection:**  
Unannounced

**Completed on:**  
18 March 2022

**Service provided by:**  
West Lothian Council

**Service provider number:**  
SP2003002601

**Service no:**  
CS2003017488

## About the service

Bridgend Primary School Nursery is provided by West Lothian Council to offer a day care of children service to a maximum of 24 children at any one time from two years to entry into primary school. Of those 24, no more than ten are aged 2 years.

Situated in Bridgend West Lothian, the service is part of Bridgend Primary School. The premises comprises of one large playroom space with a cloakroom, kitchen and children's toilets. A secure garden area can be accessed directly from the playroom.

We carried out an unannounced inspection on Tuesday 15 March 2022 between 10:00 and 14:00. To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with staff and gathered further information through telephone calls
- spoke with senior staff
- reviewed documents in the service
- observed practice, daily routines and children's experiences.

Feedback was given by video call on Friday 18 March 2022.

## What people told us

Children were comfortable and confident in the setting. They used the space as they wished, were involved in daily routines and sought staff out when needed.

We asked the service to distribute information about the inspection to parents, inviting them to offer feedback. One parent replied to express their satisfaction with the service provided, highlighting the focus on individual children's needs. Some improvement suggestions were offered. Comments included:

"When the pandemic started nursery were great giving parents resource bags home so we could do things with kids like stuff to do crafts, make our own playdough etc sending things through their learning journals giving us hints at things we could do in daily routines."

"Nursery always keeps me up to date with the learning journal, what my child has been achieving and enjoying most."

"The nursery staff have been fantastic with my child and me and try their very best to tailor things to my child's needs."

## Self assessment

The service was not asked to submit a self-assessment prior to inspection.

## From this inspection we graded this service as:

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

## What the service does well

We found significant strengths in the service and saw how these supported positive outcomes for children, therefore we evaluated care and support and management and leadership as very good.

Children were supported with genuine warmth and respect. Individual needs were recognised and responded to as staff guided, distracted and enabled children. This helped children to have the best possible experience. Children were sensitively supported to manage their own feelings and express their needs and wants to others. A strong focus was placed on being with friends, listening and communicating, using both signs and words. This was inclusive to all children resulting in children feeling accepted. The resident guinea pigs had a positive influence on children's emotional wellbeing. Through caring for them, children were practising responsibility, respect and nurture. They were empowered to recognise and name such positive attributes as staff modelled good practice which reflected back to children.

Each child had a personal plan which highlighted needs, actions and progress. Staff knew children well through observing them and building relationships with families. This meant that personal plans had up to date information, relevant to that child's needs and circumstances. The service was flexible with how it involved and communicated with parents, in recognition that different approaches work for different people. For example, staff identified parents' interest in the home learning packs during the pandemic lockdown and so worked to continue and develop this. Parents were therefore involved in influencing the work of the service.

Children's interests and play choices led staff in the planning of experiences and learning. Staff noticed what children enjoyed doing and worked to add resources or extend an activity. For example, children wanted to empty and fill containers and had started to use the trays holding their personal belongings to do this. In response, staff provided interesting containers of varying sizes to empty and fill, directing their interest to these instead. A wide range of open-ended resources indoors and outdoors, encouraged children to be curious. This meant that they explored and experimented allowing their imaginations to lead and extend their learning.

Children experienced calm and positive mealtimes. Snack time was an activity in the children's day. They helped to prepare and serve it to their friends, promoting independence and responsibility. Children chose when to have snack so their play was not interrupted. Different ways to deliver lunch had been tried, reflected on and reviewed until children were settled and happy with the routine. Children helped to set out their lunch area in a section of the school hall. The area was homely and familiar with nursery photos and furniture. Children ate lunch in two sittings before school children came to the hall. This meant that children had time and space to chat to staff and each other in a quiet, relaxing environment. They could eat at their own pace and could return to the playroom when finished. Children were trying new foods and practising new skills such as pouring drinks, using cutlery and clearing their things away.

## What the service could do better

Whilst staff were attuned to children's emotional wellbeing, we explored opportunities to further extend resources in response to children's changing needs. For example, blankets to be wrapped in would benefit children when they need to feel safe and secure in the midst of their emotions.

The inspection process highlighted two occurrences which were managed appropriately to ensure good outcomes for children but were not notified to the Care Inspectorate. We asked management to revisit the Care Inspectorate's notification guidance. This would support staff to consistently inform us of notifiable events in the service, such as incidents.

## 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
15 Jun 2016	Unannounced	<div>Care and support</div> <div>4 - Good</div> <div>Environment</div> <div>4 - Good</div> <div>Staffing</div> <div>4 - Good</div> <div>Management and leadership</div> <div>4 - Good</div>
17 Jan 2013	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>
27 May 2010	Unannounced	<div>Care and support</div> <div>6 - Excellent</div> <div>Environment</div> <div>Not assessed</div> <div>Staffing</div> <div>Not assessed</div> <div>Management and leadership</div> <div>6 - Excellent</div>
27 Jan 2009	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>

Date	Type	Gradings	
		Management and leadership	5 - Very good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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