

Big Bird Nursery Day Care of Children

12 Manse Road
Whitburn
EH47 0DH

Telephone: 01501 744 550

Type of inspection:
Unannounced

Completed on:
31 October 2022

Service provided by:
Mini Rainbows (Murrayfield) Limited

Service provider number:
SP2017012925

Service no:
CS2019376399

About the service

Big Bird Nursery is registered to provide an early learning and childcare service to a maximum of 74 children not yet attending primary school at any one time. Of those 74 no more than 23 are aged under 2.

The service is located in the town centre of Whitburn, West Lothian. The premises consists of three playrooms, an office, and kitchen. There are enclosed outdoor play areas adjacent to the nursery and children can choose to spend large periods of their days in the outdoor spaces.

The service is close to local shops and parks. It is serviced by good transport links.

About the inspection

This was an unannounced inspection which took place on Thursday 27 October 2022 between 09:00 and 17:00. We gave feedback to the service via video call on Monday 31 October 2022. The inspection was carried out by three inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered. This was the first Inspection of the newly registered service.

In making our evaluations of the service we:

- spoke with five children using the service
- spoke with 12 parents and three grandparents through email and in person
- spoke with management and seven staff
- observed practice and daily life
- reviewed documents.

Key messages

Children experienced caring and nurturing interactions which supported them to be confident and happy.

Partnerships with parents were strong and staff used information provided by parents to sensitively meet the needs of all children.

Staff worked effectively as a team to meet children's individual needs.

Children were developing their curiosity, imagination and problem solving skills through high quality play experiences.

Children benefitted from a nurturing, inspiring environment.

The service had a culture of improvement, and the views of children, families and staff were valued in the evaluation of the service.

Planning approaches were child centred and responsive to children's interests.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

QI 1.1: Nurturing Care and Support

Children were loved, nurtured and respected. Considerate staff showed kindness, valued children rights and supported children to make independent decisions about their care play and learning. Similarly, children's emotions were acknowledged. As a result, children were confident, happy and settled in the service.

Children's individual wellbeing benefitted from effective use of personal planning. Staff used the important information within personal plans to support children's care and provide positive experiences. For example, the service had reintroduced a system to record changes or recent events in a child's life. This meant that children's current needs were supported. Similarly, staff proactively worked with other professionals to develop effective strategies and activities to support individual children's development. Examples included, staff working in partnership with families' and health visitors to create plans to support children's development. One parent that we spoke to appreciated the benefits of their child having a personal plan and told us, "We have regular care plan reviews. I like that staff take account of skills that my child is developing at home so they can encourage the same at nursery. An example of this is encouraging him to self-feed where possible".

Mealtimes were calm, relaxed, and unhurried. Staff supported children in a sensitive way and recognised children's feelings as they became hungry and tired towards this time of the day. Staff sat with children as they ate and chatted to them about their morning, supporting social and communication skills. For children aged two to five years, snack and lunch were rolling experiences which meant that children could eat when they were ready to. This meant that their play was not interrupted. Independence was promoted as children self-served their meals. Individual dietary and cultural needs were well managed through newly introduced effective systems to keep children safe. For example, colour coded plates and coasters were used to identify food allergies or food preferences. Children put their coaster in the tub of their choice at the end of the meal, this choice informed staff if they enjoyed their meal, or not. This helped staff when planning future menus to be inclusive of children's preferences. The manager had consulted with families and had reviewed the menu to ensure that snack and meals were meeting the nutritional standard for children under 5, as stated in the best practice guidance: Setting the Table - Nutritional guidance and food standards for early years childcare providers in Scotland (NHS Health Scotland, 2015). Parents who provided feedback were satisfied with the snacks and meals provided and told us, "I think the selection of meals and snacks provided is very good. We receive a copy of the menu in advance" and "meals and snacks appear to be nutritious".

Children were supported to sleep in their preferred way, recognising their own likes, dislikes and wishes. This supported children's overall health and wellbeing and their right to rest. Some children were cuddled by staff, other children were supported with songs and stories as they drifted off to sleep in calm environments with low lighting and soft music. To keep children safe, staff monitored children as they slept.

QI 1.3 Play and learning

Children were meaningfully and actively involved in leading their own learning. A balance of spontaneous and planned high quality learning experiences promoted children's choice and independence skills.

Resources and experiments that promoted thinking skills and creativity were used to capture children's interests. Play experiences successfully engaged children's imagination and enriched all-round development. For example, a staff member skilfully used open ended questions to support children to extend their thinking as they made potions. Children were supported to develop creativity, and problem solve as they decided which ingredients were required to make their potions bubble.

High-quality engagement with parents was evident through effective use of digital technology. Some parents spoke about how reassured they felt when staff sent photos and messages to show their child happily settled, following being distressed on arrival to the service. Open days, along with room transitions and settling in visits had been appreciated. One parent told us, "the nursery has a fantastic settling process. It was a very reassuring experience for me to see staff interacting positively with children and to see what a typical day was like in the room".

Children were supported to reach their full potential through carefully planned activities and targeted interventions by skilled staff. Relevant staff worked proactively with some children, families, and other professionals to identify appropriate next steps and strategies based on individual needs and prior learning. Management planned to coordinate regular meetings with all relevant professionals involved in supporting children who required additional support. This would ensure that effective partnership discussions resulted in enhanced opportunities for children to make very good progress in their learning and development.

Staff had a very good understanding of child development, relevant theory and practice. This contributed to the high-quality play and learning experiences offered to children. Moving forward, staff planned to continue to improve their skills when recording children's individual learning. This would enable them to plan experiences, with more focus on supporting children's specific next steps to further enhance the progression in learning at a very good pace. Parents recognised the progression their children were making as a result of attending the service and one parent said, "My child's speech and language has vastly improved as well as their curiosity and exploration of the world around them. Their confidence and self-esteem have been boosted and continues to increase".

How good is our setting?

5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

Q1 2.2 Children experience high quality facilities

Children were cared for in a safe, secure, and well organised high quality learning environment. The setting had been respectfully arranged to be comfortable, homely and welcoming. Thought had been put into play spaces to reflect children's current interests and curiosities. As a result, children were settled and confident within the environment, engaging with and enjoying the experiences on offer.

Play resources were beautifully presented and accessible to invite and entice children to play. This gave a strong message to children that they mattered. For example, there was a very good range of natural open-ended and craft materials to enhance children's curiosity, and creativity.

Children were really enthusiastic to show us the toys and in particular the refurbished shelving where staff had created exciting imaginative spaces on each shelf, including the ocean, and a jungle. Such exciting spaces provoked children to engage in role play to develop imagination skills and to make connections to the world around them.

Children told us, "Look at this, this is the ocean, and this is the jungle". "Here are the fish and look this bit has sand on it."

Children could access toilet facilities within the playrooms. Where children needed support, this was carried out in a designated changing area meaning children's dignity and personal preferences were respected. The service had conditions on their registration to install suitable handwashing facilities in all playrooms and suitable nappy changing facilities for children over two years of age. The conditions were addressed, and all children now benefitted from suitable handwashing and nappy changing facilities. As a result, the conditions have been removed.

All children benefitted from daily access to the outdoor play spaces. Children aged two years and over had direct access to their outdoor play areas. Similarly, children benefitted from regular walks in the local community, including trips to parks and woodland walks. Daily outdoor play experiences, supported children to be active, contributed to good health and provided opportunities to engage in risk benefit play experiences.

Staff had worked exceptionally hard to create exciting indoor play environments, which were sensitively structured to take account of all children's stages of development and learning. Moving forward, there was a need to improve the outdoor spaces to match the rich quality opportunities that children experienced in the playrooms. This would ensure positive outcomes for children in all areas of the setting. Development of the outdoors was a priority on the service improvement plan because management had self-identified this as an area for improvement.

How good is our leadership?

5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

QI 3.1 Quality assurance and improvement are led well

The service was well led by management who promoted a clear shared vision for the nursery and had high aspirations for children and families. Staff were encouraged to reflect on their practice and were confident in making the changes needed to ensure improved experiences for children and their families.

Children and families benefitted from a culture of continuous improvement. An improvement plan, which was regularly monitored, ensured progress of planned developments. Effective policies, procedures and quality assurance processes were in place to support the development and improvement of the service. Managers and staff were reflective, with a commitment to self-evaluation, which was evident in their responsive and planned approaches. This supported positive outcomes for children and families.

Engaging children and their families in the ongoing evaluation and improvement of the service was a strong focus of service delivery. Parents were highly valued and felt confident and supported in contributing their views for change. Feedback from discussions, questionnaires and other communication was used constructively and acted upon. For example, parents had been consulted about several planned areas for improvement, such as the values of the service and whether parents would like to come back into the service to drop off and collect their child.

Similarly, management were in the process of inviting parents to join a parents committee, which would provide parents with more opportunities to be included in the development the service.

Seeking people's views also reassured the manager and provider that parents and children were experiencing positive outcomes.

Staff were also involved in the evaluation process. Regular reflective staff meetings resulted in a learning environment which was rich in experiences for children and supported their needs. Staff felt very well supported and the strong relationships helped them to feel confident and valued. This shared responsibility contributed to the positive ethos of the service.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good because there were major strengths in supporting positive outcomes for children.

QI 4.3 Staff deployment

The service was appropriately staffed and staffing arrangements had a positive impact on children's wellbeing. For example, trainees were not included in staffing ratios, which allowed them to gain skills and experience, whilst ensuring quality outcomes for children. Lunch time assistants were employed to ensure continuity of quality of care during busy transition times and allowed core staff to have a rest.

Staff were confident in their roles and communicated well as an effective team when situations took them away from their areas of responsibility. For example, when staff moved to the outdoor space to ensure correct adult to child ratios were maintained. This contributed to effective supervision and continuity of care in meeting the needs of each child.

The team worked well together and there was a clear commitment to professional development. Staff training reflected staff and service needs and linked to the service improvement plan. For example, recent training of how to effectively plan to support children's learning. As a result, children were having positive experiences and were being supported to thrive.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.