

Community Playgroups (Bathgate) Day Care of Children

Bathgate Partnership Centre
Lindsay House
South Bridge Street
Bathgate
EH48 1TS

Telephone: 07985645871

Type of inspection:
Unannounced

Completed on:
25 October 2022

Service provided by:
Community Playgroups SCIO

Service provider number:
SP2012011983

Service no:
CS2012313799

About the service

Community Playgroups (Bathgate) is registered to provide a care service to a maximum of 20 children at any one time aged from two years to those not yet attending primary school.

The service is located in the Bathgate area of West Lothian. It is provided from the Bathgate Partnership Centre, which is a multi-purpose building housing a range of council and community services. During the periods of operation, the service has sole use of a designated playroom. The playgroup has direct access to an enclosed outdoor area and storage cupboards. Toilet facilities are available off the main playroom and a nappy changing room is available. The facilities are used by other local groups at different times of the day.

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 20 October 2022 between 09:45 and 13:15. We returned to the service to provide feedback on Tuesday 25 October 2022 between 14:00 and 15:45. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with four children using the service
- spoke with three parents and heard from two parents via email
- spoke with the manager and all staff
- observed practice and daily life
- reviewed documents.

Key messages

Children's individual wellbeing benefitted from effective use of personal planning.

Children experienced warm, caring and nurturing interactions from enthusiastic, fun loving and welcoming staff.

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.

A culture of reflection and self-evaluation supported staff to plan improvements.

Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.

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 experienced warm, caring and nurturing interactions from enthusiastic, fun loving and welcoming staff. As a result, children were very happy, confident 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, information about one child's preference for having their comforter to support them when settling into the service.

Staff worked proactively with children, families and other professionals, such as health visitors, to identify strategies to support children, based on individual needs. The personal planning approach included effective support plans, with identified next steps in learning. Such plans were consistently used and regularly reviewed with parents to ensure positive outcomes to support children to reach their full potential. Staff also effectively used important information written in additional support records and the recording of significant conversation sheets to support children's needs.

Children's snack and lunch time experiences had continued to improve since the last inspection. For example, the service had introduced rolling snacks and lunches for children, promoting their choice and wishes. This also allowed children to choose to continue their play without interruption. Children were able to choose food from the buffet and took their own plate over to the table. Moving forward staff plan to further support developing independence skills, with children self-serving food at the buffet table and pouring their own drink. Kind, encouraging staff sat with children and supported them to try the healthy food options available to them. This supported children to develop life-long healthy eating habits. We asked parents if they were satisfied with the food provided and if they had been consulted about the menu. They told us, "Yes, there is a lot of choice for my child" and "The children seem to love the snack and the lunches. The playgroup provides menus, which also gives me new ideas."

QI 1.3 Play and learning

Play and learning was valued and children enjoyed unhurried and uninterrupted purposeful play. Planning approaches to play and learning were child-centred and responsive to children's needs and interests. 'Provocations' (resources or activities that promote thoughts, creativity, and learning) were used to capture children's interests and support high quality play and learning experiences. Children were supported to reach their full potential through carefully planned activities and targeted interventions by skilled staff. For example, the current interest in pumpkins led to children transporting pumpkins of various sizes to the outdoor play space. There they experimented by dropping different sized pumpkins in to puddles and rolling them down planks of wood. Staff skilfully engaged by asking questions and giving children opportunities to make their own decisions. This supported children to lead their learning, problem solve and try different ways to explore possibilities. Parents told us that their children were making progress in the service and said, "He is doing well developmentally, and I wanted him to be sociable which the ladies say he is" and "I feel like my children's speech has come on so much since starting playgroup."

Children were able to move freely from indoors to the inviting, well-resourced outside area and the larger grassed area where they could engage in active physical play to support their health and wellbeing. Children collected apples from the apple trees and ate them for snack. Making use of the home-grown fruit contributed to children developing an understanding of where different foods come from.

High quality exciting home learning links meant that parents were offered the opportunity to share learning experiences with their children. For example, sending parents the video camera link to hedgehogs in their natural habitats which children had been learning about and sharing playdough recipes.

Moving forward, staff plan to continue to improve their skills when observing and recording children's individual learning. This would enable them to plan future experiences, with more focus on supporting children's specific next steps in learning. This would further support children's progression in learning at a good pace.

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.

QI 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 the indoor and outdoor play spaces to reflect children's current interests and curiosities.

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. Cosy, homely spaces both indoor and out offered children the opportunity to comfortably relax in a quiet space, alone or with friends. Access to such cosy spaces help children to feel valued and respected. As a result, children were settled and confident within the environment, engaging with and enjoying the experiences on offer.

There was plenty of natural light and ventilation in the community building. Such qualities within the setting supported children's overall wellbeing. Children were kept safe and protected from harm because the setting was well maintained, with a secure door entry system and good infection, prevention, and control measures in place.

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.

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

Commitment to improvement was evident by the significant improvements made to the quality of the service provided and improved outcomes for children. The service had worked hard since the last inspection when we recommended that they develop their quality assurance systems.

The manager had introduced systems, in line with best practice guidance, to identify and action areas for improvement. As a result, there was a strong ethos of continuous improvement. This enhanced the delivery of quality practice, leading to improved outcomes for children. For example, the service had improved the effective use of the personal planning approach, taking account of the wellbeing indicators to support children's overall wellbeing.

Self-evaluation for improvement was valued as an ongoing process within the service. Staff routinely evaluated learning opportunities and resources available. This resulted in children experiencing a rich learning environment which supported their all-round learning. To do this the manager had introduced the guidance: A quality framework for daycare of children, childminding, and school aged childcare (Care Inspectorate, 2022) to staff. Staff were developing their knowledge of the framework and how to use it as a self-evaluation tool to reflect on and plan for improvements in the service. Staff felt confident to initiate well-informed change and share responsibility for the process.

Children and families were meaningfully involved and influenced change within the setting. Staff consulted with children when menu planning and listened to their views about healthy food options. Parents views were actively sought and acted upon to inform the development of the service. For example, parents were surveyed to find out how satisfied they were with the service and which areas they felt could be improved upon. Parents feedback informed staff that they would like more pictures shared on the App. As a result, the service introduced weekly videos and photographs to show children's experiences when attending the service. Similarly, parental engagement became a priority on the improvement plan. Parents that we spoke to were happy with the quality of service provided and one parent told us, "No improvements needed, it is a well organised run play group."

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 fun loving, caring staff had built strong relationships with children and families. Through skilled interactions staff promoted children's confidence and positively influenced their learning and development. One child that we spoke to told us "Lisa puts sleeping bunnies on, I like sleeping bunnies". A parent who appreciated the support given to them and their child told us, "The ladies welcome my child with a big smile in the morning, making them feel safe. It has taken some time to settle my child, so they bring out his favourite toys and give him lots of cuddles. He feels safe with them."

There was a very respectful ethos within the service. Staff valued children's individual needs and wishes. Effective teamwork was extremely important to all members of the established team. Staff recognised this as a strength and supported each other to ensure effective supervision and quality engagement with the children across the day. This resulted in better outcomes for children.

Staff were deployed to ensure that their differing experience, knowledge and skills were used to effectively support children and enhance service provision. For example, one staff member had attended literacy training which led to improved experiences to support children's emerging literacy and communication skills.

Staff had sufficient time each day to discuss children individually and, as a team, plan for the following day. This gave staff the opportunity to reflect and to effectively use these reflections to bring about positive change to outcomes for children.

Effective arrangements were in place to promote continuity of care across the day and ensure positive transitions and communication with families. Keyworkers were available to chat and exchange important information with parents to enhance care and learning opportunities for children.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

It is recommended that the service review how adult led routines disrupt children leading their own play and learning. Consideration could be given to:

- Snack times to support children to be independent, make choices and access food and drinks at times which suit them.
- Free flow access to the outdoors.
- How group times are benefitting the children. Independent access to the toilet.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state: I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and out (HSCS 1.25)

This area for improvement was made on 19 March 2019.

Action taken since then

Children were leading their own play and learning. The flow and pace of the day allowed children to engage in uninterrupted rich play opportunities. Staff skilfully joined in play to enhance opportunities. Children chose when they would like to have snack and lunch, which meant that their play and learning continued as they wished. Free flow access to the outdoors was a valued daily occurrence and children took resources of their choice from the playroom to the outdoor space independently. There was an opportunity to come together as a group before lunch for story and songs, this was optional, and some children chose not to join. Children could access the toilet independently.

This recommendation was met.

Previous area for improvement 2

It is recommended the service further develop personal plans to make them meaningful and useful documents. Personal plans should:

- Identify preference, needs and concerns

- Be outcome based and clearly demonstrate what interventions and supports are required to achieve these outcomes
- Indicate who has responsibility for carrying out the interventions and supports
- Be reviewed within a minimum of six months or when there is significant change if sooner
- Be developed with participation of parents and taking the views of the child into consideration.
- Record significant conversations with families to show how this information is used to meet children's needs.

This is to ensure that the service complies with the Health and Social Care Standards (HSCS) which state: My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected (HSCS 1.23).

This area for improvement was made on 19 March 2019.

Action taken since then

The service had improved the effective use of the personal planning approach, taking account of the wellbeing indicators to support children's overall wellbeing. Personal plans identified preference, needs and concerns. Plans were outcome based and clearly demonstrated what interventions and supports were required to achieve these outcomes. Plans were reviewed within a minimum of six months, with participation from parents and taking the views of the child into consideration. Significant conversations with families were recorded to show how this information was used to meet children's needs.

This recommendation was met.

Previous area for improvement 3

It is recommended that the service develop their quality assurance processes in line with best practice guidance. Consideration could be given to children's experience, quality of interactions and the environment. Auditing of all records in the service to review the quality of information stored to ensure that these are kept in line with best practice guidance would support the staff to meet children's needs effectively. Priority could be given to Personal plans, medication records, risk assessments to address issues found during this inspection. Supporting documents include:

How Good is Our Early Learning and Childcare available at:

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgielc/hgioelc020316revised.pdf

Building the Ambition available at: <https://education.gov.scot/improvement/learning-resources/Building the Ambition>

Management of Medication in Daycare of Children available at: <https://hub.careinspectorate.com/media/1549/management-of-medication-in-daycare-of-children-and-childminding.pdf>

They will ensure the service complies with the Health and Social Care Standards (HSCS) which state: I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes. (HSCP 4.19)

This area for improvement was made on 19 March 2019.

Action taken since then

Commitment to improvement was evident by the significant improvements made to the quality of service provided and improved outcomes for children.

The service had worked hard since the last inspection when we recommended that they develop their quality assurance systems. The manager had introduced systems, in line with best practice guidance, to identify and action areas for improvement. As a result, there was a strong ethos of continuous improvement. This enhanced the delivery of quality practice, leading to improved outcomes for children. Priority was given to Personal plans, medication records and risk assessments, which had all been improved to a high standard to keep children safe, healthy and protected.

This recommendation was met.

Previous area for improvement 4

It is recommended that the service reviews and updates the procedures for the management of medication in line with best practice guidance available at:

[http://www.careinspectorate.com/images/documents/1427/ Childrens service medication guidance.pdf](http://www.careinspectorate.com/images/documents/1427/Childrens%20service%20medication%20guidance.pdf)

This should include:

- ensuring written consent prior to the administration of medication
- the appropriate storage of medication
- a recording system which provides a clear and auditable process for the management of medication
- review of appropriate action for emergency situations
- health action plans which are specific to the relevant children

This will ensure the service complies with the Health and Social Care Standards (HSCS) which state: My care and support is provided in a planned and safe way, including if there is an emergency situation or an unexpected event (HSCP 4.14) 3.

It is recommended that the service follows risk assessments and implements identified control measures.

This would ensure the service complies with the Health and Social Care Standards (HSCS) which state: My environment is secure and safe (HSCP 5.17)

This area for improvement was made on 19 March 2019.

Action taken since then

The service had reviewed and updated the procedures for the management of medication in line with best practice guidance to keep children safe and healthy.

Updated procedures included written consent prior to the administration of medication and appropriate storage of medication. A detailed recording system provided a clear and auditable process for the management of medication. Health action plans were specific to relevant children and included appropriate action for emergency situations.

This recommendation was met.

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

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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